

# SOCIAL EDUCATION



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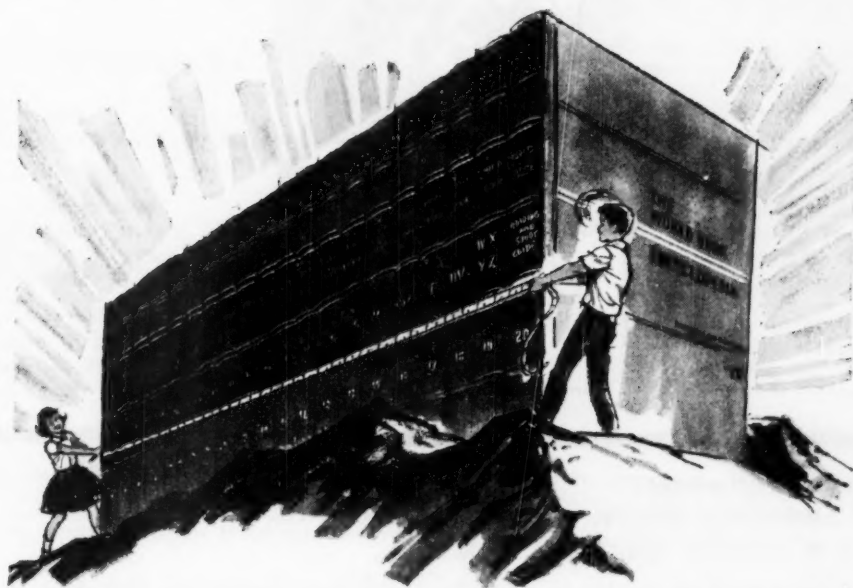
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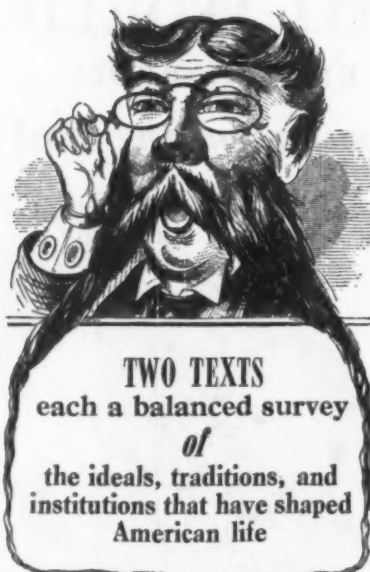


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# The New Diplomacy and American Foreign Policy

Ruhl J. Bartlett

A NATION'S foreign relations may be separated into three major divisions for purposes of analysis. The first division would involve the processes through which foreign policies are formulated. It would be concerned with the origins of policies, the reasons for them, the people or groups who were consulted in their initiation, the influences of the Executive, the Congress, the military, pressure groups, public opinion, and the like. The second division would be concerned with a consideration of the actual content of a particular policy and an evaluation of its wisdom. The third area would cover what might be called the instruments of policy, all the ways a nation would use to implement its policies, and to secure their success. Diplomacy would surely be one of these instruments, and, strictly speaking, would be confined to the negotiation of accredited agents, normally called diplomats, appointed by one country to confer with similar agents or foreign affairs officers of a foreign country. And the object of diplomacy would be to secure peacefully a nation's foreign policy objectives in such a manner as to leave all parties equally satisfied.

This definition of diplomacy is too narrow to be realistic, and the division of a nation's foreign policy into three rather tight compartments is equally unrealistic. The negotiations of diplomats do not take place independently of all other ways a nation may use to advance its interests. Chancellor Hitler, for example, instructed his agent in Danzig to make demands on Poland that Poland could not possibly accept, and at the

same time he instructed his agent in Rome to say that Poland was refusing all reasonable proposals for a peaceful settlement of the Danzig question. It might be said, of course, that this sort of thing is simply not diplomacy, but it seems better to think of the word, diplomacy, as covering a wide variety of negotiations as well as other ways of advancing foreign policy other than by war. In a similar way the formation of policy, its substance, and the selection of the best instruments for its implementation are factors that interact upon each other, and when properly managed are considered in relationship to each other.

In one respect at least the title of this discussion is misleading, for there is probably nothing new about the new diplomacy. It is frequently spoken of as "open diplomacy," and Woodrow Wilson is often credited with having initiated it in principle with the phrase "open covenants openly arrived at," and in practice at the Conference of Versailles. When a misunderstanding arose over Wilson's phrase, he was at pains to point out that he had said open *covenants* not open *negotiations*, and that the words, "openly arrived at," referred simply to the undesirability of holding secret conferences for the purpose of making secret agreements. The Versailles conference was an example of open diplomacy, for the world knew a conference was being held and its results were made public. There was nothing new about this idea of open diplomacy. The ancient Greeks, at least as early as 500 B.C., sent ambassadors openly, and made treaties which were engraved on tablets and displayed to the public view. The Greeks went even further and carried on open negotiations, one of the special qualifications of ambassadors being their ability to make persuasive speeches before Greek assemblies where decisions were made. In brief, the oldest diplomacy was open diplomacy.

The exchange of letters between heads of states has been considered one of the instruments of

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Professor Bartlett of the Fletcher School of Law and Diplomacy, Tufts University, delivered this address at a session of the Fortieth Annual Meeting of the National Council for the Social Studies held in Boston last November.

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the new diplomacy, and will be referred to later. Yet the earliest example of what might be called a diplomat, as far back as 1300 B.C., was the messenger who took letters from one head of state to another. Gradually the messenger was given other duties, such as to spy on the other state, and later to negotiate. Much is said about "summit" diplomacy, meaning conferences between heads of states. Again, this is not a new practice. It was widely used in the Middle Ages. Sovereigns frequently met in some open place, or in the middle of a bridge, with their armies nearby to prevent either one from being captured and held for ransom. In like manner, all other items of the so-called new diplomacy have historical foundations.

What people generally mean, therefore, when they use the phrase new diplomacy is to indicate a contrast with "old diplomacy," meaning a set of diplomatic customs, rules, and practices that gradually developed in Europe during the two or three hundred years before World War I. Although conditions in Europe changed somewhat, particularly during the nineteenth century, broadly speaking governments were in the hands of absolute monarchs or of a small ruling class, and the small states were regarded by the powerful states as pawns in their relations. The diplomatic corps was recruited largely from the aristocracy of birth, thought of themselves as an elite professional group, associated mainly with each other and with the ruling aristocracies, and, being few in number, knew each other well.

These people conducted their affairs with considerable formality, and with meticulous attention to the amenities of civilized intercourse. They might engage in spying, bribery, theft, and various kinds of trickery, but they were generally polite. They lied to each other with impunity, covered their lies with subterfuge, but acted as if they held each other in the highest esteem and had complete confidence in each other's integrity. At the same time, they were the sole spokesmen of their governments abroad, and when they spoke directly and explicitly, they spoke with authority. Nations did not ordinarily have other government officials such as senators, congressmen, cabinet officers, military leaders, and heads of various missions abroad making statements, sometimes contradictory, concerning foreign policy.

It has been claimed also for the old diplomacy that it had the advantage of secrecy and continuity. Secrecy permitted flexibility both in negotiations and in policies, since the public would

not know what successive positions the government had taken or even what had finally been accepted. Continuity meant that the diplomat could select the best opportunity for presenting a case, could drop negotiations when conditions were unfavorable, and renew them when a more promising situation existed. Diplomacy was frankly based on expediency, adjustment, and maneuver, for foreign policy was the business of the sovereign, not of the people, and therefore did not need to be explained and defended before a responsible public.

This old diplomacy broke down, not in all its aspects, but as a whole, after World War I, and the war was not the cause as much as it was the result of its failure. It was already an anachronism. The world of 1920 was not the world of 1820, or 1720. The old diplomacy could not survive in free and democratic societies where governments were responsible to the people who must know what was intended, what had been done, and why it had been done. Public debate on foreign policy may make diplomacy less flexible, and may reduce the continuity of negotiation, but it should make diplomacy more responsible. It may be true also that "democratic diplomacy" may be less certain and authoritative than the old diplomacy, but it is worth the greatest possible emphasis that in a free society power must be guarded, somewhat distributed, and often withheld. The primary purpose of government in such a society is not quick action, smooth and orderly processes, absence of friction, or authoritarian decision. Its primary purpose is the safeguard of freedom.

The old diplomacy was a failure no matter with what fondness and nostalgia some older diplomats may look back upon it, and no matter what the confusions and fears of the moment may be. Open diplomacy may be a failure, too, and for a variety of reasons. The big reason is that no diplomacy is necessarily effective against a ruthless and determined aggressor. Such an aggressor looks upon all diplomacy on the part of other nations as weakness, and on its own diplomacy as an instrument of propaganda at home and abroad. There is another reason, however, for the possible failure of open diplomacy. It may have all the real virtues of the old diplomacy; it can be conducted by a competent professional diplomatic corps; it can have certainty, secrecy in negotiations, continuity, and a large degree of flexibility. What it cannot have with impunity in the free world is expediency, for if it does, then obviously the foreign policy of a



country must be justified on this basis and must somehow be explained and defended in the public forum. In the free world a government must be able to justify its policies to its own people on principles of right and justice, defensible before the world and applicable to all mankind. The only theoretical justification for a diplomacy of expediency is the dire and overwhelming necessity of survival. In the history of American foreign policy it is doubtful that a case has existed where expediency could be justified for this reason.

Traditional diplomacy can be most successful when it can operate with the least publicity. If nations have achieved a degree of community, if they have reasonably similar objectives, and harbor no aggressive intentions, but have some different interests and for some reason misunderstandings, then ordinary diplomacy may be of great service. Diplomats can hold conferences, make explanations, propose persuasive and equitable solutions of problems, and possibly achieve results while the public never suspects a problem existed. In these circumstances the new diplomacy, save for expediency, differs from the old only in the scope of the diplomat's activities. No longer does he consult only with heads of states and other diplomats. He confers with opposition leaders, with labor, agricultural, religious, and other important organized groups, and makes contact as far as he can with the people at large.

In addition to diplomacy in the narrow sense, other instruments of American foreign policy which have historical roots, current application, and, in a broad sense, diplomatic characteristics are the following:<sup>1</sup>

1. *Presidential pronouncements.* Beginning with Washington's famous Farewell Address and including Wilson's Fourteen Points and the Monroe, Truman, and Eisenhower Doctrines, there have been many major statements of foreign policy designed partly for home consumption but also as diplomatic pronouncements. They have stated for the world to know the guide lines of policy and diplomacy.

2. *Personal communications between heads of states.* Since Jefferson first initiated the practice,

communications of this sort have continued intermittently, sometimes open and sometimes secret, and have included Theodore Roosevelt's letters to Russia and Germany, Franklin Roosevelt's letters to Germany, Italy, and Japan, and Eisenhower's letters to various Russian leaders. Perhaps such diplomacy has served and may serve a purpose, but it is difficult to discover a case where it has been particularly productive.

3. *The sending of special envoys.* This practice was begun by the Continental Congress and has continued until the present time. Obviously, regularly accredited diplomats could be assigned the same duties as those of special envoys. This medium of diplomacy has been used, however, when the government wishes to attach unusual importance to a diplomatic mission or when it needs to have one individual negotiate with a larger group of states as illustrated by the assignment of John Foster Dulles to secure a multilateral peace treaty with Japan.

4. *State visits.* More than three hundred visits of heads of states to Washington have been made since 1920. Their purposes embrace the whole range of world politics, and in addition include personal ambition or curiosity and the desire to impress people at home or the world with an individual's importance. Generally they come in the belief they can secure greater attention for their nations, thus a prestige and a propaganda purpose, or can secure a greater hearing for their interests than they can manage through their diplomats. The United States receives these people in accordance with the policy toward their governments at the moment, and sometimes in accordance with domestic political circumstances, for the President is the head of his party as well as head of the nation. If the United States wishes to show the greatest friendship for a nation, the head of its state will be greeted by the President on arrival, accorded a state dinner, and invited to address a joint session of Congress.

5. *Diplomacy through international organizations.* A whole new area of American diplomacy has developed through the adherence of the United States to a considerable number of international organizations and their various subordinate agencies. Among these organizations the most important are the United Nations, the North Atlantic Treaty Organization, the Southeast Asia Treaty Organization, and the Organization of American States. These are essentially diplomatic bodies, but to some extent propaganda forums, and to a smaller degree functional or action institutions. They enormously compli-

<sup>1</sup>The "Old diplomacy" is well presented in Harold George Nicholson, *Diplomacy* (London: Oxford Press, 1952). Among the many useful books on the "new diplomacy" are: Elmer Plische, *Summit Diplomacy* (College Park: University of Maryland, 1958); Stephen D. Kertesz, editor, *Diplomacy in a Changing World* (Notre Dame, Indiana: Notre Dame Press, 1959); Lester B. Pearson, *Diplomacy in the Nuclear Age* (Cambridge, Massachusetts: Harvard University Press, 1959).

cate American foreign relations and diplomacy. In the first place the United States must decide whether it is better to pursue a particular foreign policy bilaterally, securing agreement wherever it can, or multilaterally with the risk that no general agreement can be secured. In the second place, by virtue of membership in these organizations, the United States is obliged to take positions on as many as eight hundred issues a year about many of which the American people have never heard and have no interest. And in the third place there may be introduced into one or another of these organizations problems which are either beyond the organization's legal right to enter or power to settle and which might be better dealt with regionally, or bilaterally, or allowed to mature. At the present time the four organizations mentioned here overlap both geographically and functionally, and their value as channels for diplomacy or as instruments of world peace is still being tested.

6. *Diplomacy of the dollar.* Economic foreign policy, sometimes called the "diplomacy of the dollar," has an increasing and certainly an enormously controversial place in the new diplomacy. In no other field, perhaps, is the connection between domestic and foreign affairs so clearly marked, and in addition, in no other field are the factors of national security, humanitarianism, and calculations of broad foreign policy more interwoven. For example, the establishment of a quota on the importation of sugar from a given country may be directed partly to protect and therefore indirectly to subsidize the American sugar industry, partly to strengthen the economy and stability of the foreign country, partly to protect American investments there, partly to support a government in the interests of American security, and partly for humanitarian reasons. These same factors, and perhaps others, may enter into all questions of economic aid. Economic acts may be used also as coercive influences as in the case of an embargo on the sale of military supplies to Communist nations.

7. *Diplomacy of education and culture.* Closely allied with some aspects of the "diplomacy of the dollar" is what may be called the "diplomacy for the minds of men." This is the attempt to influence the people of the world through educational and cultural assistance or exchange. It has both humanitarian and long-range national interest objectives. It is directed toward the uninformed who have had no opportunity to know anything about the United States, its characteristics and purposes, and to the people who have

been subjected to anti-American propaganda. It is promoted through radio broadcasts, the establishment of educational centers abroad for the distribution of books and the organization of discussions, the interchange of persons of great variety, and the interchange of so-called cultural organizations such as symphony orchestras.

8. *Summit diplomacy.* Next to the last in this list of the instruments of the new diplomacy, is the summit conference, a meeting between the chiefs of state, mainly presidents and prime ministers. There is, as noted earlier, much historical precedent for such meetings, and in recent years, particularly since the beginning of World War II, increasing use of this practice which might be called "direct diplomacy." Much has been said in favor of summit conferences and they have attracted much public support and often public pressure for their continuance. It is said that they eliminate the middle man and expedite decisions, and that chiefs of state, having received first-hand information from each other, having learned each other's problems and points of view, and therefore having come to understand each other, are in a position to make adjustments and acceptable compromises that might not otherwise be made. In the free world there is an enormous longing for peace, for security from fear, and for the opportunity to pursue the arts of peace. And there is a sort of dogged, persistent, naive belief that the abrasive factors in world affairs, the tensions, the interests, the disposition of aggressors, can be removed by some magical political deal which does not touch the basic causes for the existing problems. It has been said: "That song is sweetest which most newly assails men's ears."

In the past 150 years some summit conferences have been productive, perhaps more productive than any other form of diplomacy would have been, and it is quite possible that summit conferences in the future will be of great service. Nevertheless, the successful summit conferences of the past have been among nations that already had a community of interests before the conference met and had also already reached agreements either on major principles or facts. At the present time these conditions do not prevail between the free and the Communist worlds, and the prospects of good in the sense of promoting world peace, are certainly not greater, and probably not as great as the prospects of damage.

If a summit conference has been fully prepared for and basic agreements have been reached already in the lower echelons of diplo-



macy, and success therefore in achieving the purpose of the conference has been assured, with the conference being primarily the public fanfare, the advertisement to the world, then of course a summit conference may do no harm even though it is costly and fundamentally useless. But without these conditions the hazards of summit diplomacy are very great. None of the alleged advantages mentioned earlier are necessarily valid. A particular chief of state may not be well informed or skillful in negotiation, decisions may be made without sufficient consideration, the area of flexibility is not greater than in normal diplomacy, and democracies as compared with dictatorships are generally at a disadvantage in such meetings. In addition, and in some cases most important of all, if no important agreement has been reached, democratic leaders are under enormous pressure to pretend this was not the case, and in the present world a false pretense of the so-called relaxing of tensions may simply be the weakness in the free world which will lead to its downfall.

9. *Diplomacy of example.* The last on the list of instruments of diplomacy, although some people may wish to quibble over this designation, is difficult to label with a name or a phrase. It is the view or the vision that the United States presents to the world of its own institutions and civilization. Possibly it could be called diplomacy by example. The view of itself the United States presents to the world and asks the world to believe is that of a free society, self-disciplined, managed under a constitutional system where power both economic and political is diffused and distributed to the end that primary consideration is given to the responsibility, authority, dignity, and worth of the individual, all in contrast to the all-powerful, centralized, monolithic state where the individual is regimented and his whole life and being controlled. But does the United States conduct itself in accordance with the vision it portrays? Does it show in its own domestic policies that it really believes in diffused power, in constitutional government, in a free society, politically, economically, and intellectually, and perhaps in the sum of all these the freedom and responsibility of the individual? Or do people from abroad see in the United States the beginnings of collectivism, a mounting bureaucracy, ever increasing centralization of authority, a disregard of constitutional restraints, and a growing state capitalism which, unchecked, would lead to an aspect of Communism? American greatness has not rested primarily on its

foreign policies, its extent, wealth, or power. Insofar as it has been the envy of some nations, the hope of others, of inspiration to common people, and the leader of the free world by consent and not by force, the cause is to be found in the example it has set to the rest of the world. This is the supreme instrument of the new diplomacy. Normally a nation is either engaged in war or lives in peace. If it is at war, all other considerations are temporarily secondary. It is supposed the war can be won, and that whatever has been dislocated for the moment can be restored when normal times return. Or, if a nation is at peace, it devotes its attention to the arts of peace, making allowance if it is at all provident, for a reasonable posture of national defense. But the chief characteristic of the American situation today is that it is in a condition neither of a major war nor of peace. It is in a condition of "protracted conflict" which involves local war, threat of war, economic coercion, and hostile pressures in all the forms of diplomacy that have been mentioned. It has never been in this condition before. It has no precedent for it, no experience with it. It invites extremes of belligerency and pacifism. The one suggests bringing issues to a crisis and the other surrender and abdication either piecemeal or at once. And the public, feeling frustrated, confused, and helpless, grasps at straws in the form of abandoning nuclear tests, disarmament meetings, or summit conferences.

What is the cause of this protracted conflict? Simple interpretations are always dangerous when affairs are complicated, and doubtless a number of contributing factors could be mentioned, but in this instance the primary cause is direct and simple. It is the determination of the Communist world to subordinate and rule the remaining world. This Communist movement is not revolutionary in the American experience with that term which connotes greater freedom; it is counter-revolutionary. It is a movement against the validity of western civilization. In many respects the best analysis of this movement was not written by a Russian but by a Chinese Communist, Mao Tse-tung, in his book entitled *On the Protracted War*. This "Protracted War" is waged by actual war as in Korea and Indo-China, by threat of war as in Czechoslovakia, by intervention as in Hungary and Tibet, by subversion as in Guatemala, by promoting dissension and encouraging revolts, by fostering neutralism, by promoting dissatisfactions in what are called the underdeveloped areas, by creating disorder, and most dangerous of all, by a great

multitude of devices and proposals designed to deceive well-meaning free peoples into believing that the Communists want peace, and seek only peaceful coexistence.

Nothing could exceed the folly of falling into this trap. Whenever the Communists seek a truce, or a conference, or a relaxing of tensions, it is never for the purpose of creating freedom within their sphere. It is always for the purpose of getting the free world to move out of its sphere. There can be no summit conference over North Korea or Hungary. There can be a summit conference over West Berlin, over South Korea, or Matsu. This is not a new phenomenon in the world. It is the pattern of authoritarianism wherever, whenever, and in whatever form it exists. Demosthenes explained it to the ancient Greeks. History is filled with the rubbish of nations that did not understand it.

The first need of American foreign policy is for the people of the United States—not just the government—to have a firm understanding of the nature of the Communist threat and the relationships of that threat to the new diplomacy. For this threat is not just against some point of tension; it is against the existence of the whole free world. And the new diplomacy as used by the Communists is directed not only against governments, but also against people. When Communism is observed—or any other form of authoritarianism—attention should be focused on what it is where it is in power, and not on its mask where it is weak, but seeking power.

The second need of foreign policy is to remember this is a protracted conflict, a time of constant crisis, and with the end not in sight. This calls for steadiness, firmness, and balance, and a refusal to be stampeded into precipitate action by the excitement of the few either on the left or on the right. For this reason it is essential for the United States to give as much attention to its internal stability as it does to its foreign policy and to understand the relationships of both. It is essential to have a sound military doctrine which gives to the nation strength and progress in the essential weapons of conflict. It is not essential to have vast military expenditures in what is called "the whole spectrum" of military might, headed by an all powerful central command, and costly to the point where the people may rebel against their burdens.

The third great need of American foreign policy is for the government and the people to understand and remember that a posture of strength is useless and is an expensive delusion if

somehow the belief prevails that if a crisis should come, the use of strength is worse than surrender. This is what the Communists want the world to think, their ace of propaganda. It is a subtle argument. It attracts many people. It is that war is so horrible and would be so universally destructive that resort to it should not be contemplated and preparation for it should be unilaterally abandoned. The moment the free world succumbs to this doctrine it has opened the gates to surrender. The case may be put more bluntly. Unless the free world thinks that freedom is so important that it would rather be destroyed than enslaved, it has already lost the protracted conflict. This is not to say that total disarmament would not be good. It is to suggest that disarmament only in the weapons of destruction which are so greatly feared would not be good. It would be well to ponder the probable fact that the present precarious peace is based on the certainty that Russia and the United States can destroy each other and that neither can win a war. Abolish these weapons of destruction or let Russia believe they would not be used, and Russia might well decide it could win a war. Sad as it may be, the United States must keep pace in the race for new and more powerful destructive forces.

The fourth need of American foreign policy is to realize that its strength ultimately rests on the moral rectitude on which it is based. It is not popular today to say that policy should be based on principle. Critics note that principles are hard to define, that policy based on principle is inflexible, that in a given instance a conflict of principles may exist, that moral concepts change with time, differ among cultures, and in short, that national interest rather than principle should be the guiding star.

This doctrine is misleading and fallacious, for policy based on principle is the national interest. Whenever the United States has departed from principle it has gone astray. A policy of principle is a policy of truth, justice, and law; a policy of freedom, and of free consent among nations; a policy the United States would accept from others; it is a policy of moral rectitude. A free nation neglects principle at its peril.

Everyone has heard the old quip that war is too important to be intrusted to generals. This has a serious side of course, for wars, if they must be fought, should not be fought for military ends. They should be for political ends, and political decisions do not belong to the military.

*(Concluded on page 101)*

# Current Events for the Elementary School

Lloyd L. Smith

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"Under no circumstances may France any longer be considered among the leading nations of the world. She might wish to be looked upon in such a way, but anyone who has read widely in the last few years knows that it just isn't so. One must say that the French no longer belong in a Summit Conference."

"Didn't Russia supply equipment and money for the new Aswan Dam? That means that they will get more help from Egypt. Russia is trying to get them in with its other satellites."

COMMENTS of the type just quoted, coming occasionally with fervor and always with conviction, characterized the critical inquiry exercised by several students of the sixth grade at the University Experimental School at the State University of Iowa during the 1959-60 school year. They were involved in a year-long investigation carried on to assess the apparent values and problems attendant to a directed program of teaching current events at the elementary school level. As students in earlier grades, they had upon occasion discussed major news items as they arose spontaneously within the classroom and had upon other occasions utilized news clippings from newspapers and news magazines as part of the routine of sharing time. However, as a class they had not studied from current events materials common to all in a structured discussion setting each week; neither had they carried the responsibility of preparing and presenting to the other class members background material for understanding current happenings which have rather obvious and immediate effects upon the thinking of all informed citizens.

Are sixth graders mature enough to consider with profit the events which are of such com-

plexity as to tax the thinking power of even the most informed and experienced news analysts and commentators? Or, on the other hand, is a program of current events at the elementary level so restricted to simple features—names, places, and actual behavior of people—that such a study can be little more than another cataloging of information in a program already overburdened with discrete information? These questions formed the basis for the investigation.

That current events are being considered in elementary school classes, even in classes much younger than sixth grade, is an obvious fact that may be determined by recognizing the sale of weekly current events publications for elementary schools. Apart from sheer incidence, however, there remains the question of whether such study is an effective use of school time in terms of affording to the student an opportunity to deepen his understanding of the world around him, the people whose actions have large-scale ramifications, and, moreover, the sources of power which today build the world in which he shall live as an adult in a few short years. If the elementary school student can take these complex ideas and use them as part of his power knowledge in acquiring new insights in future study, the school thus has an undeniable responsibility to teach current events; if the child becomes confused in a welter of words because of the complexity of the modern world's contradictory and puzzling events, then clearly the optimum time for teaching lies later in school life than the elementary school. This is not to deny that current events study, like other school subjects, requires a developmental program of teaching; it is simply to say that the subject is best approached initially in such a way that the student has ready evidence that he is making progress—that because of instruction, he now knows more and understands the subject better than he did a week, a month, or a year ago. This quality of sensing one's progress has often been noted as a possible reason for the relative lack of

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In the letter which accompanied this article, the author wrote, "I feel that the question of teaching current events is one that ought to be faced squarely in these days of rapid change in the world's face and in the nation's mood." Dr. Smith is Associate Professor and Elementary Studies Supervisor in the College of Education at the State University of Iowa.

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interest held for social studies by elementary children.<sup>1</sup>

#### THE TYPE OF INSTRUCTION

The experimental program at the University School was purposely kept simple in design. The attempt was to avoid the glamorous yet time-consuming activities which may themselves become the focus of instruction in favor of an approach which utilized practically all of its instructional time allotment in a directed discussion of current events. The salient features of the approach were these:

1. Instructional time in the class schedule was kept at one 30-minute period weekly. The pupils' preparation for the discussion period came from free time during the school day, or from out-of-school study time.

2. A weekly elementary news publication was used as common material for the discussion. The publication utilized was chosen because all articles in it were reports of current events, contrary to the multi-function of many other weekly publications intended for elementary schools. Because reading proficiency in the class was generally above grade level, little difficulty was anticipated with the reading vocabulary of this publication described by its publishers as intended for use with sixth- or seventh-grade classes.

3. The pupils' preparation for the discussion was carried out prior to the current events period. It usually consisted of reading with care two selected articles in the current issue. Having concentrated their efforts upon two major articles (usually selected by the teacher upon the arrival of the publication each week), the pupils were then free to read the remainder of the publication. Encouragement was given to pupils indicating a desire to find additional information about the topics to be considered from the school library or from material at home, but no assignments of this type were given.

4. Procedures for conducting the lessons were changed occasionally as the need for variety was discerned. In order of the frequency of their use, these three basic approaches were used:

- a. *The teacher-led discussion.* For this methodology approach, the teacher read carefully the

issue of the weekly news magazine to be used, selected one or two feature articles to be discussed, and prepared thought-provoking questions which would serve as the framework for discussion. The concern was mainly with the selection of questions which called for comparisons, the drawing of inferences, and the formation of conclusions. Naturally, certain questions were designed to clarify the facts as they had been presented in the publication, but the focal point was upon higher thought processes.

- b. *The student panel presentation.* Upon a few occasions, variety in presentation was achieved by making a selected group of students responsible for a featured article. It was the students' responsibility to prepare and present background information for the area of news being featured and to interpret for the remainder of the class the article in question. The portion of the class not participating directly listened to the presentation and directed questions to panel members at the conclusion of the presentation. The teacher's role in this type of approach was that of selecting students to serve on the various groups and assisting in finding additional information.

- c. *Individual student outlining.* Under the outlining arrangement, three students were assigned to each of the featured articles. After careful reading, one pupil wrote on the blackboard a concise statement concerning the purpose of the article; that is, what it attempted to offer to the reader. A second student placed on the blackboard a summary (usually three or four sentences) of the contents of the article; a third student wrote a single-statement conclusion to be drawn from reading and thinking about the article. These brief outlines, placed on the blackboard in advance of the lesson, served as the controlling elements for a teacher-led discussion.

Once again the simplicity of the approaches used should be stressed. There was no attempt to rewrite the news in a student newspaper or to tape-record news interviews as they might be appropriate, or to assign regular news listening and watching in out-of-school hours. All of these activities might well contribute to current events learning, but are tremendously time-consuming. The central reasoning was that if sixth-grade students can study current events with profit and enjoyment within economical time requirements, we are on safe ground to begin experimentation directed toward finding the value of various types of embellishments for current events teaching. On the other hand, if sixth-grade students

<sup>1</sup> Among the most recent references drawing attention to this quality is the discussion by Professor Chase in Nelson B. Henry, editor, *Social Studies in the Elementary School*, The Fifty-sixth Yearbook of the National Society for the Study of Education, Part II. Chicago, Ill.: University of Chicago Press, 1957. p. 163 ff.



must be fed current events only through attractive and time-consuming motivational activities, this might be taken as evidence supporting the postponement of formal instruction until added mental maturity has been gained.

#### EVALUATION PROCEDURES

Historically, it has been difficult to evaluate programs of current events instruction because of the ever-changing nature of the subject matter. Tests cannot be subjected to trial-and-revision procedures used in more stable areas because the material at each testing period must be essentially different from that of its predecessors. Anticipating this restriction in ability to test the values of the instructional periods with the class in question, it was decided to test through written examinations if possible, but to rely primarily upon observational evidence gathered during the lessons themselves. Each of the lessons was observed by at least one observer who recorded the proceedings in one of two ways: (1) a near-verbatim record of questions and discussion (including replication of student outlines when used), or (2) use of the *Discussion Response Scale*, an instrument constructed expressly for use with the current events discussion. The *Scale*, reduced in size in order to conserve space, is reproduced below.

DISCUSSION RESPONSE SCALE

Type of Response	Quality		
	1	2	3
1. Statement of Fact			
a. New material			
1. Personal Experience			
2. Gained from reading or other means			
b. Personal opinion of fact			
c. Reiteration of previous idea(s)			
2. Inferential Statements			
a. Relationship of two or more previously stated ideas			
b. Relationship of previously stated idea(s) and new idea(s)			
c. Introduction of two new ideas and relationship			
3. Statements of Conclusion			
a. Point of fact			
b. Course of action to be pursued with problem area			
c. Need for further discussion or information			
4. Interrogation			
a. Genuine answer-seeking question			
b. Comparison with previous statement			
c. Rhetorical question			

Thus the observer had two primary tasks: (1) to classify the type of response given by the student, and (2) to assign to it a quality rating. The following descriptions of quality ratings were discussed at length by both the author and the observer and accepted as adequate for the purposes at hand.

1. Unsure of exact facts being used; deviates considerably from the central topic of the discussion; incorrect relationships expressed; questions only to provoke or to draw favor or attention to self; responses have emotional or personal basis only; inferences improperly drawn because of assumption of unwarranted knowledge; conclusions totally impractical in light of existing circumstances; personal animosity toward another pupil apparent cause for comment.

2. Quality answer, yet less than complete; no new information given or evidenced, yet an accurate recapitulation of previous class comments or clarification of own previous comments; facts stated with reasonable accuracy (slight errors of time, place, or name allowable); questions of clarification or verification of another student's comment; inferences partially correct, even if not completely drawn; comments on topics bearing tangentially upon subjects of discussion; conclusions adequate, though not as broadly applicable as might be desired.

3. Accurate and complete statement of facts as presently known and as presented in news medium cited; placing a new, correct idea in the context of the discussion; commenting to the point of relationship of a new idea to previous discussion ideas; penetrating questions of general significance or of necessary detail; inferences illustrating high-level thinking; theoretical conclusions reasonable; conclusions regarding action practical in light of existing circumstances.

There are inevitable differences that arise between raters using a classification scheme such as required by the *Discussion Response Scale*. There are even conceivably some differences that would be apparent within a single rater's ratings for a given response if it were possible to repeat the rating process. The first source of unreliability was investigated through the use of two observers rating the same lesson on three occasions. It was found that although exact agreement certainly did not exist, the classification of response type as well as quality index agreed to an extent that indicated that as a general guide to student achievement, the *Scale* was useful. It was employed upon eight separate occasions by the same observer.

In consideration of the evidence gathered from the use of the *Scale* and its supplementation through the near-verbatim written accounts of other current events lessons with the class, the following conclusions were reached:

1. Sixth graders need not be confined to a simple discussion of facts in a teacher-directed

discussion of current events. They can also be brought to the point of drawing proper inferences and sound conclusions about the events occurring at a national or international level. There is an obvious dependency upon the nature of the topic under discussion that conditions the type of response which may be elicited. For example, when discussing an area far removed from any direct experience (the new politics of France, for example), students apparently find some necessity for staying close to the facts as presented in the article studied. On the other hand, personal opinion and personal conclusions are likely to flow freely in a discussion of an event such as the visit of a foreign dignitary or a pending national election.

2. A significant proportion of sixth graders' responses in a current events discussion may be expected to be thoughtful and reflective. With practice, a class at this grade level can keep to the point without interjecting an over-abundance of non-significant personal references. Examination of tallies from the use of the *Scale* revealed that well over 80 percent of the responses were classified in the upper two quality ratings. If sixth graders are brought to the point of feeling that what they have to say is respected and will be carefully considered by other class members, they will almost certainly exercise added care in framing statements of opinion and conclusion.

3. As in other fields of study, wide variations exist with regard to interest and ability in current events. Students who contribute much in one current events lesson tend also to contribute much in other current events lessons. By careful selection of featured events and pupil participants, a teacher may gain insight into an individual student's interests and abilities, and may even ignite a spark of interest that will in many instances continue to grow through subsequent lessons.

4. It is extremely difficult for a class of sixth graders, even a capable class, to sustain a high-level discussion without regular teacher comment between student responses. In the case of both the student panel presentations and the student outlines, all save the most outstanding students found it difficult to extemporize, a problem which is understandable in view of their relative lack of background information. While such administrative arrangements as panels and individual reports may be advantageous from the motivational standpoint, it is also true that the teacher needs at all times to remain close to the

central focus of the activity currently taking place.

#### OBJECTIVE TESTING

An objective examination covering knowledge in the current events area and pupil attitudes toward the study of current events preceded the beginning of the instructional lessons. A comparable examination was administered after a semester of study. The testing results indicated the following:

1. Approximately equal success with the two tests of knowledge of current events.
2. Increased recognition expressed by the students of the importance of studying current events.
3. General student acceptance of the methodology employed as being interesting and profitable.
4. General student acceptance of the weekly news magazine being used as providing news coverage of high caliber written at an appropriate reading level.

Although not as extensive as might have been desired, the objective testing thus furnished information which supplemented the observational evidence referred to previously.

#### IMPLICATIONS

It is abundantly clear from the comments which have been presented throughout the preceding sections that our considered judgment is that we need to make greater use of current events in a total social studies program at the elementary school level. In fact, the program begun with the sixth grade is to be extended on a systematic basis into the fourth and fifth grades. Whether other schools should consider a strengthening of this facet of their social studies program is properly the concern of the local school system, and not the province of this report. However, the broader viewpoint from within which our opinion has been formulated may serve as a beginning point for the re-thinking of the issue of teaching current events at the elementary school level.

While current events form a very flimsy basis for an entire social studies program, it would at the same time appear that a study of contemporary affairs is imperative in today's social studies program. The pace of the modern world is alarming; political events occur each day to modify what basic text material may say about a nation. Television, particularly, brings to the child of twentieth-century America many impressions that events are happening, but at best are only a compressed view requiring much insight for interpretation. The role that the school

(Concluded on page 81)



# Improving Current Events Instruction

Philmore B. Wass

**S**Ocial studies teachers throughout the United States devote some part of each week's instructional time to teaching current events. Before discussing new techniques it might be well to take a look at some of the practices which seem to be in fairly common use. These practices can be observed by anyone who visits a number of schools. The value of current events instruction has often been judged unfairly because of these methods.

*Scatter-gun Method:* This method calls for each student, on a specified day of the week, (usually Friday), to bring in a current event. Any newspaper within a school on current events day has an extremely short life span—it is quickly shredded by students looking for brief items upon which they can report.

These reports often are presented in a random series which may jump in a five-minute period from the Congo to the elections, to a severe auto accident, to who won the World Series.

*A Current Event-A-Day:* Another approach appears in this form: Each day the teacher begins class by saying, "Did anyone hear anything of interest on the news, this morning?" A hand goes up. (Often the same ones go up each day.) The teacher acknowledges a student who then makes a sketchy comment. Little discussion can follow because other students may not have heard the same broadcast. Soon the class turns its attention to the day's lessons.

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Dr. Wass is an Associate Professor in the School of Education at The University of Connecticut and Executive Secretary of the Connecticut Council for the Advancement of Economic Education. This article originally appeared in the October 1960 issue of *Topics*, a publication of the Connecticut Council for Social Studies. We are grateful to Dr. Wass and to the editor of *Topics* for permission to reprint the article in a slightly modified form.

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*Paneled News:* The class has previously been divided and assigned such news categories as government, United Nations, economic news, sports, etc.

At the beginning of each period a panel—one person from each category—goes to the front of the room. Just previous to this you might see at least two of the panel members looking about them, motioning wildly to classmates for "just a morsel of news."

These panels are often of short duration because the class may know even less on the news items presented than many students. The panel soon ends and regular work proceeds.

*The Line-Upon-Line Approach:* These classes receive each week a bundle of student news periodicals. The teacher carefully keeps the bundle until current events day—then the package is opened and each student receives his copy and often turns immediately to the jokes.

As the class begins, all students are instructed to turn their papers back to page one. Then there follows a paragraph-by-paragraph oral reading of the text, each student taking his turn. It takes about a period to get through the lead story. When the bell rings the papers are usually stuffed into desks, pockets, or notebooks, not to be retrieved until a washing or general house-cleaning brings the long-forgotten papers again to light.

Basically there is nothing wrong with any of these approaches if its full potential is realized and if it is used as part of a varying pattern. But before these techniques can be improved, or other techniques devised, a teacher must have a clear answer to the following question: What is the place of current events in the social studies program?

No reminder is needed that the objective of all public school education is effective citizenship conceived in its broadest sense. And within the curriculum, the social studies have the specific job of training for dealing with present and fu-

ture civic problems on a local, state, national and international level.

Accepting this aim, the place of current events in the social studies curriculum becomes clear. An understanding of current events, with a focus on the future, should be the aim of the entire social studies program. This can be clearly seen in each social studies area. The purpose of studying history in public schools is to utilize information and ideas from man's past experience for understanding his *present* problems. Geography emphasizes how men's physical environment shapes the way he lives—in the *present*. Economics makes young people aware of the patterns and forces which operate as we strive to meet our *present economic needs*. Political science serves as a guide and preparation for understanding and participation in civic affairs *now and in the future*. Social studies material taken from anthropology draws information from other cultures to enrich understanding of our own *present way of living*.

No teacher who accepts the above need ever be puzzled by whether or not, or how much, current events should be taught in the social studies; rather, we should be concerned with what social science information, and how much is needed to make current events comprehensible to his students.

Current events, then, is not something special but is an integral part of the social studies curriculum. The study of the current world must never be treated as something apart. This is not to say, however, that study of the current scene is only to be done when it happens to fit into an on-going social studies unit. A requisite for applying social science information and concepts to the present is a continuously developing knowledge of the present.

Young people, then, should constantly be encouraged to read newspapers and other news periodicals, listen to news broadcasts and telecasts, and read school news periodicals. They will also need to be taught the skills of news reading, listening and viewing. When the news events are known, the social studies information being gained from daily study can be used to put these current events in their proper perspective.

If the study of current events is to occupy this important place in the curriculum, then every attempt must be made to develop news interest in young people. There are many techniques for doing this.

**Evaluating News:** One of the basic approaches is to teach young people how to evaluate news. This should involve a study of newspapers and news services. It should also include specific training in evaluating news reports. Young people should learn early to suspect the accuracy of news reports which begin with such phrases as "informed sources say," or "those close to the President report."

Instruction should also be given in deciding the weight to be given the syndicated wisdom of the news commentator and the columnist. Characteristics of a well-qualified person in these fields can be set up in chart form. It should include such things as academic training, experience, travel, and writing. Investigation can then be made of the backgrounds of commentators and columnists and they can be rated according to how many of the desirable characteristics they possess. A part of this process should be monitoring newscasts and reading the syndicated columns for several weeks to discover the pattern of news selection and any biases which might be revealed.

**Biographical Studies:** The lives of people important in the news have high interest for students. A series of reports or panels on famous world figures, accompanied by bulletin board displays on their activities, should stimulate news reading. At this time such figures as Castro, Eisenhower, Hammarskjöld, Khrushchev, Macmillan and Nehru should be of interest.

**Role-Playing:** Socio-drama or role-playing, valuable in many social studies situations, has much to contribute in current events study. Within each problem on the current scene can be found a variety of viewpoints. These can often be dramatized and delineated by having students assume the roles of the chief protagonists. Many thought-provoking issues from the local to the international scene can be studied in this way.

In preparation, students will need background information so that all viewpoints can be accurately expressed. Simple issues with which students are quite familiar should be tried at first. However, as students grow in skill and knowledge, staged discussions among such groups as U.N. delegates can be tried with profit. Congressional debates, labor-management negotiations—any area in which issues must be resolved through discussion—are suitable for this technique. The greatest value of role-playing is probably in the

stimulation for whole-class discussion and the interest aroused in learning more about the problem.

*Current Events and Action:* The Citizenship Education Project at Columbia University places emphasis on the action phase of social studies education. Action is also an essential in current events instruction. It adds meaning to the study of any current problem, and is, of course, important in itself in creating a climate of not just studying problems, but studying them as a guide to suitable action toward their solution.

The action phase may take many forms. After careful study of a problem, a class may want to report its views to the proper authorities. Or the students may wish to inform others by holding a school or community forum. Another variation might be to set up a class speakers bureau and offer teams of student speakers to town civic and social organizations.

Action might also take the form of raising money to give aid in a needy country through CARE. The final result of such a project would be a growing interest in and understanding of the problems of less developed nations and the

realization that even a small amount of money can make a significant contribution.

The number of techniques which can be devised for interesting young people in current events need not be limited to the imagination of the teacher. If she will draw freely upon the imagination of her class in planning current events instruction, a rich program is bound to result.

#### SUMMARY

In summary these points should be stressed:

1. The purpose of all social studies instruction is to understand the present as preparation for civic action and to prepare for dealing with the problems of the future.

2. Current events is always an integral part of the social studies program. All the thought and resources which go into teaching each of the social studies should be finally focused on interpreting the current scene and preparing for the future.

3. The number of devices for interesting young people in current events is unlimited if the full imaginative powers of the teacher-class team are utilized. Variety of procedure has the same interest-arousing power in current events as in all other subjects.

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### CURRENT EVENTS FOR THE ELEMENTARY SCHOOL

(Continued from page 78)

must play is that of providing time and background for the examination of the world as it changes. Admittedly, events in the future cannot be forecast accurately; this is, in fact, what makes the study of current events a fascinating one—new factors enter rapidly, making what might have been a logical prediction about the future very illogical in the light of the newer developments.

It will not be possible for any school system to outline completely what is to be studied in current events. It is possible, however, and probably commendable, for a local school system to establish basic instructional policies governing the work to be done. What types of news media are to be used? Upon what types of events will attention be centered? What types of thinking are to

be fostered by work in the current events area?

The current events program, properly carried out, stands to provide that most important link between gaining new knowledge and the application of that knowledge to something which is immediately important. Within the program, too, can be developed the process of learning how to think critically and to judge realistically how the world works. For many years, current events appear to have been thought of as a part, but essentially an unplanned part, of a sound elementary school program in social studies. That day has passed; today current events understandings are a necessity for the intelligent and inquiring mind, no less so for children in elementary school than for students in secondary school and for adults.

# The Juvenile Offender and His Family

Gordon H. Barker and William T. Adams

THE family is the most important social system in the United States today and throughout the history of Western society. As the most important social system it has vital meaning in regard to delinquent behavior among the youthful population of today's world. Often the "causes" of delinquent behavior have been stated too easily by stating something about the broken home of inadequate parents. Serious students of delinquency causation attempt to delve more deeply into the dynamics of the family system in order to discover pertinent clues about the relationship of family breakdown and delinquency. This article discusses the role the family plays in the lives of the boys and girls who have been institutionalized in correctional and training schools in Colorado during the past few years. A number of intense statistical studies have been made by the authors at both the Colorado State Industrial School for Boys and the State Training School for Girls since 1957. These studies have investigated details of the children's lives before being committed to the schools. Such items as the mobility of the family, the child in his school setting, and the involvement in social situations of delinquent children.<sup>1</sup> These studies also investigated the social structure of the institution and its impact on the children.<sup>2</sup> The children's adjustment to institutional living and the effect of such living on the behavior of the children were also analyzed. All the above-mentioned research has tried to emphasize the dynamics of the family in its

subtle and intricate relationships and their influence on the children, who are adjudged by the courts as delinquents.

The first topic to be discussed is the composition of the family. Mere physical family constellations are frequently not indicative of an immediate causal relationship. To discuss broken homes as opposed to complete homes and to try to establish some causal relationship to delinquent behavior is an oversimplification of the complicated problem of the juvenile offender. The institutionalized offenders are most frequently products of broken-home situations. Approximately two-thirds of the boys as well as the girls in the state training schools have come from family situations other than complete ones.

FAMILY ORGANIZATION OF THE INSTITUTIONALIZED BOY AND THE INSTITUTIONALIZED GIRL

Family Organization	Percentages	
	Boys	Girls
Living in complete home	.328	.3458
Living with mother only	.312	.2080
Living with mother and step-father	.156	.0972
Living with father and step-mother	.024	.0416
Living with relatives	.108	.1388
Living with father only	.036	.0416
Living in Institution prior to commitment	.036	.1250
	1.000	.9980

This table represents percentages of the family constellation of the total number of 250 boys at the State School in January 1958, and the family constellation of 72 girls whose cases were presented to the Juvenile Parole Board between the months of July 1959 and April 1960. The

The authors, who recently presented this article in the form of an address at the annual meeting of the Rocky Mountain Council on Family Relations, wish to give grateful acknowledgement to the Council on Research and Creative Work at the University of Colorado for financial assistance in the completion of the research on which their discussion is based. Dr. Barker is Professor of Sociology at the University of Colorado. Mr. Adams is Sociologist at the State Industrial School for Boys.

<sup>1</sup>Summaries of these studies appear in a brochure, "The Institutionalized Delinquent," printed at the Boys' Industrial School, Golden, for distribution within the state to state officials.

<sup>2</sup>Gordon H. Barker and W. Thomas Adams, "The Social Structure of a Correctional Institution," *The Journal of Criminal Law, Criminology and Police Science*, Vol. 49, No. 5; January-February, 1959.



information was obtained from their files and recorded in this table. The rest of the data in this article comes from the same source.

The interpretation of the data indicates similarities as well as major differences. There are approximately the same proportion of boys as girls from complete homes prior to institutionalization. In the case of both boys and girls, the predominant situation after the break-up of the family is that the child remains with the mother alone or with a step-father and mother. The father remains in the home far less frequently in both the girls' and boys' cases than does the mother, as these tables show. The factor of a far higher incidence of foster home care and group placement in institutions is found in the girls' cases than in the boys' prior to the institutionalization. This small number of boys having come from other institutions does not mean that they have had a significantly lower incidence of placement outside the home since other studies of this population show that one-fourth of the boys have had such placements during their lives.

Children who come to institutions have generally had very unsatisfactory family backgrounds which have been marked by disruption of the marriage of their parents, high incidence of personal disorganization among the parent figures, frequent mobility, and a very high rate of dependence on Welfare Agency contact for support and assistance in the essential roles of the parents. The children have a difficult time finding competent models to emulate in their parents. Often they have poor substitutes for parents or none at all. They develop many resistances to the substitute parents who are frequently bewildered by the poorly defined role of the step-parent in the culture.

The children who do come from broken homes are consistently those who have been deserted by their fathers, either physically or psychologically. They have been left to live with their mothers or other female figures such as aunts, grandmothers, or older sisters. They have been denied the opportunity to experience a continued and consistent relationship with their fathers. Some of the reasons for the broken home are divorce (in such cases the mother most frequently gets legal custody of the child); separation (again the mother takes the child); death, desertion, imprisonment of the father; absence of the father due to his occupation which requires mobility; alcoholism of the father which removes him from a dominant role in the family structure, and

other circumstances in which the father's failure to maintain the dominant position in the family adds a new dimension to the factor of the broken home.

The following incidence of personal disorganization of the fathers appeared in the cases of the children mentioned in the two schools. In a few cases there was no incidence of personal disorganization and in some cases the father might have several statements of disorganization listed for him.

INCIDENCE OF PERSONAL DISORGANIZATION IN THE FATHERS OF THE BOYS AND IN THE FATHERS OF THE GIRLS

Type of Disorganization	Number	
	Boys	Girls
Excessive drinking	95	9
Chronic illness or accident with disability	20	6
Imprisonment or mental illness	27	5
Desertion	60	20

In those homes which were listed as complete, the picture of the family as an intense group of persons operating in their culturally defined roles with intimate emotional expressions is often described by the youthful offenders in such a manner that a clear picture of the dynamics of family relations can be found. Consistently the delinquent is the child who cannot form an adequate attachment or positive emotional relationship with his parents, particularly the father. In counseling sessions, the children reveal that they have never felt a significant attachment with the father and some express deep resentment and hatred for him. They do not see their fathers as successful in their personal lives or in their occupational fields. They speak of their alienation from their fathers because of their father's rigidity or an incompetency or an indifference of which the children are keenly aware. They speak of a failure to understand them or to be understood.

Obviously, therefore, a family listed as complete does not by that token necessarily measure up to the ideal complete nuclear American family. In some instances the patterns of the relationships have been broken long before the court legally indicates that the family has been broken. A family, legally held intact but one filled with resentments, hates, and discord, does not by that token mean a complete family for the children under any circumstances.

From the description of the action in the family system, the identification process is a vital one for the child as he grows up to take his part

in the culture.<sup>3</sup> For the boy the need to internalize the role requirements and formulate the total masculine expressions is essential. His development depends in large part on his absorption of the cues that he learns from the model he is to follow. If he fails to have an adequate model, as is the case in the homes in which the mother has the sole possession of the child, the boy has a serious handicap in his growth and learning in his future role. So, too, does the boy who has a father but feels alienated from him and unable to use him as a model with whom to identify.

For the girls, a question can be raised as to the importance of the father in the family. It would appear that the need to identify with the mother and future feminine role characteristics would be essential in deterring delinquent behavior among the girls. Yet the studies indicate that the major-

<sup>3</sup> Through the family social arrangement the mother and the father teach their children about their (the children's) world and the means by which they can live in their world. These two vital functions make the family unit important in order for society to persist and grow. In our American culture, the family is described as the nuclear unit in which the mother and the father live closely together with each other and their children. This unit today allows very little extension of the family to include relatives or members of the community as the case may be in some other cultures. As a result, the inter-personal relations between the members of the family are intense and deeply intimate.

Over a long period of time the American family has developed sets of prescribed ways in which the family operates. These ways of doing things are called culture patterns. Some of the traditionally important ones are as follows: the male is the dominant member and provides the material support of the other members; the female is the nurturer of the children and gives them intense care as infants; the female and male jointly instruct the child in the early years about the ways of the culture; the male protects the family and gains the status for the family through his occupation; the female tends the home and cares for the setting that the male has provided. These roles have been described as the instrumental role for the male and the expressive role for the female by Talcott Parsons in "The Social Structure of the Family" in *The Family*, edited by Ruth Anshen. Our American family system has long been built on this structural-functional arrangement. Physical work has a masculine identity; expressive sensitivity and emotionalism have a feminine identity. There are prescribed variations of the two roles and directed interchanges which have positive sanctions in the total culture. As the children develop, the boy child identifies with and learns from the father as to his expected life in the world surrounding him. The girl child learns from her mother and identifies with her so that she can move in her new world with precision and grace.

The American family has the myth and ideal of being male dominated. The history of the culture has prescribed it in that manner through its social arrangements, its literature, its art, its total expressions.

ity of the girls did have consistent contact with their natural mothers throughout their lives. On the other hand, their contact with their fathers was far less secure or permanent. At least one-third had been deserted by their fathers, and the girls had little recollection of their fathers as distinct personalities. Often the mothers of both the boys and girls were left with the burden of the children and the responsibilities of keeping the household intact with sole reliance upon some welfare agency to supply the financial assistance. The lack of the father as the provider and protector of the family has its negative effects. The high incidence of personal problems among the fathers also must be taken into account. Apparently as fathers leave the families, either physically or psychologically, the structure of discipline and control tends to collapse and mothers frequently do not know how to handle conflicts without the reliance upon the masculine symbol of control and instrumentation.

Delinquent youngsters are characteristically noted for their very poor impulse control and their aggressive "acting out." The types of offenses most frequent for the girls who are institutionalized are running away from home, incorrigibility, truancy, and sex offenses. You will note that these offenses are characteristically committed by the girl alone—not in groups. The boys are most frequently charged with burglary, theft, car theft and assault, and by the time they are institutionalized their offenses are committed in groups. The girls express their rebellions through chaotic and poorly controlled impulses of escape, confusion, and attempts at personal gratification. The boys try to satisfy their hedonistic impulses through a secondary acquisition of material goods which will concurrently provide status as well as the goods themselves.

The variation in the meaningfulness of the delinquent act for the boys and the girls is important here. Girls apparently seek affection and release of their pent-up feelings. Their lack of control of impulses is clear to all concerned. Boys, on the other hand, seek status as males in their group, partly because of the gratification of group-belongingness as well as asserting their masculinity, which is the cultural definition of their role as males. A few of the girls may be acting out through their sexual delinquencies as both a protest and hatred of the male, while others may be so overwhelmed by their deep need to form an attachment to the male that they are unable to control their impulses and keep within the norms of their society.



# Teaching Machines and the Social Studies

Susanne M. Shafer

IN RECENT months many of us have focused with interest upon the experimental use of teaching machines first proposed by Sidney L. Pressey of Ohio State University and more recently demonstrated by B. F. Skinner at Harvard. While the Skinnerian theory of operation conditioning using positive reinforcement and successive approximation to produce learning grew out of experimentation with rats and pigeons, Skinner has extended his proposals to the training of human beings and has postulated that often his teaching machines can be more effective than a teacher in producing learning. "Teaching machines are defined as automatic or partially automatic devices which present a question or other stimulus to a student, provide a means of response, and then inform him of the correctness of his response immediately after he has responded."<sup>1</sup>

For the skeptic who thinks in the academic realm man is generally superior to the machine, much experimentation will seem necessary to show the degree of effectiveness as well as the content areas suitable to automated learning. Today, sample programs for teaching machines exist in such fields as algebra, traditional English grammar, statistics, and foreign language, and these are being tried in a number of schools.

As social studies teachers, we must ask ourselves whether any part of the instruction we offer might be done better by utilizing teaching machines. If we are to find answers to this timely question, we must try our hand at program writing, and we must administer experimentally such programs in our social studies classes.

With these thoughts in mind, I recently composed a program, the first few items of which are here reproduced.

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Mrs. Shafer is an instructor in the School of Education at the University of Michigan. She writes that this article "is based on some experimentation I did this spring in the School of Education and the University High School."

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## HOW A BILL BECOMES A LAW

1. The United States Congress consists of the Senate and the House of Representatives. The lower house of Congress is called the House of Representatives. What is the name of the upper house? .....(Senate)
2. How many houses make up the U.S. Congress? ... (Two)
3. The two houses of Congress then are the .....(House) and the .....(Senate)
4. The most important business of both houses of ..... (Congress) is to pass our laws.
5. The House of Representatives and the Senate must pass all ..... (laws)
6. Laws are passed by a majority of the .....(House) and the .....(Senate)
7. What parts of each house of Congress must pass all laws? .....(a majority)
8. Which is the upper house of Congress? ..... (The Senate)

"How a Bill Becomes a Law" was chosen because of its compactness as a unit and its relative preciseness. My goal was to write a program to be used individually by those learners wishing to fill in gaps in their knowledge of American government at their own pace. The fact that machines are operated individually at a speed best suited to each student indicates that the teacher should keep the class program flexible enough to allow some students to move ahead rapidly on new materials while others are perfecting their knowledge of content taught earlier to the whole class.

This particular program consists of almost 90 items. Some are of the completion type; others are questions; still others resemble a true-false item. The program takes the student step by minute step through the entire process of how a bill becomes a law in our federal government. As Skinner recommended, the student after completing each item is given the correct response as a means of reinforcing learning. Frequent repetition of items (see item 1 and item 8 above) provides review and further reinforcement.

Once the program was completed, I tried it

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<sup>1</sup> Edward B. Fry, "Teaching Machines: An Investigation of Constructed Versus Multiple-Choice Methods of Response," *Automated Teaching Bulletin*, December 1959, p. 11.

out on an eighth-grade class whose average I.Q. is recorded as 130.<sup>2</sup> Following the advice of others who have written teaching machine programs,<sup>3</sup> I broke my unit into two equal parts which were administered on two successive days. The students were first given a brief explanation of teaching machines, of the experiment, and of the mechanics involved for them, and they were strongly reassured that they were *not* taking a test.

The results obtained may provide some useful guide lines to future program writing and utilization in the social studies. First, an item analysis indicated where editing was necessary to remove confusion. In several instances students completed blanks using words synonymous with those intended when the program was composed. One item, for example, reads as follows: "If a bill is proposed in the House of Representatives, it must be ..... by a ..... before being sent to the ..... ." While I had programmed the unit to have students complete the blanks with "approved," "majority," and "Senate," respectively, I found such quite correct substitutes used as "passed," "okayed," and "investigated" instead of the word "approved." Since this situation occurred especially where a verb was to be inserted, I concluded that one must attempt to write the items in a program in such a way as to call for answers which in a sense have no synonym. While I corrected each student's paper separately, ideally this job is to be done electronically by the machine itself, thus requiring complete clarity in all questions and answers.

Based on the percentages of correct responses obtained, my second prognosis is that a teaching machine program must be closely tailored to fit the student who is to use it. On this program students' scores correlated fairly closely with the ratings given them by their teachers for their regular work in social studies; that is, those ordinarily at the top of the class remained there on this unit while in general the poorest students correctly completed the least number of items. The former group showed the recommended 90 percent rate of correct responses,<sup>4</sup> whereas the

latter's rate ranged as low as 60 percent, a rate reflecting only partial learning.

The students' reactions to the experiment provide a third guideline to future programming. There was definite enthusiasm for the method; that is, for each student having the learning materials to work on at his own speed and obtaining an immediate indication as to the correctness of his responses. Some typical comments were: "It was different, easy, and I was able to see my mistakes while the problem was fresh in my mind." "It is a fast, easy way of learning. . . ." "I think it's easier to learn something if you see it written. . . ." "It was fun in the sense that you could learn something on your own without having the teacher give you any lectures." Although a few students noted that supplemental explanations could not be obtained from the machine as they could from a teacher and that one could not go back to correct mistakes, most indicated that for them learning had occurred, and all went about doing the program with complete seriousness. Some of the better students, in particular, complained of the repetitiousness of items in the program. Also, on the second day of the experiment, when I began to administer the second part of the program, the students expressed some disappointment that the subject was still to be "How a Bill Becomes a Law." Their feeling raised the question in my mind as to whether the student's daily dosage on a teaching machine must not comprise a complete unit, which may, of course, be subject to review in subsequent lessons.

What general conclusions may a social studies teacher draw from this particular experiment? I am convinced that social studies content in part definitely lends itself to programming. I have further concluded that many, many programs must be written, tried out on students, rewritten, and then widely distributed before a social studies teacher will have on hand at all times the right program for the right student. Much more experimentation must go on to determine the phases of instruction best handled by the social studies teacher and those which a teaching machine carries out more efficiently. If we are to be ready to participate in the new trends in learning resources such as the broad use of teaching machines in our schools, we must develop programs, test them, and then come up with sound recommendations as to the sphere of the teacher and that of the teaching machine in social studies education.

<sup>2</sup> I am indebted to Mrs. Melba Jones, the teacher whose class participated in the experiment.

<sup>3</sup> Eugene Galanter, editor. *Automatic Teaching*. New York: John Wiley and Sons, Inc., 1959.

<sup>4</sup> Donald E. P. Smith. "Speculations: Characteristics of Successful Programs and Programmers." in Eugene Galanter, editor. *Automatic Teaching*. New York: John Wiley and Sons, Inc., 1959. p. 92.

# Bibliography of Textbooks in the Social Studies 1959-1960

J. R. Skretting

This listing is the twelfth annual supplement to the 48-page bulletin published in September, 1949, by the National Council for the Social Studies (see Alice W. Spieseke, *Bibliography of Textbooks for the Social Studies*, Bulletin 23, September 1949, and the subsequent annual supplements appearing in *Social Education*). Copies of the bulletin may be obtained for 75 cents each; reprints of the supplementary listings, 10 cents each. Send your orders to Merrill F. Hartshorn, Executive Secretary of the National Council for the Social Studies, 1201 Sixteenth St., N.W., Washington 6, D.C.

## ELEMENTARY SCHOOL

### History

**LAIDLAW HISTORY SERIES.** Laidlaw. Each book supplemented by a teacher's manual and/or teacher's edition.

- b. *Our Country's Story*, by Harold H. Eibling, Fred M. King, and James Harlow, 336 p.; \$2.96; 1960. Beginning with discovery and exploration, this fifth grade text covers American history chronologically up to the 1950's in 23 chapters of narrative style. Six chapters on geographical influences, natural resources, transportation, communications, inventions, and American symbols conclude the text.
- c. *Our Beginnings in the Old World*, by Harold H. Eibling, Fred M. King, and James Harlow; 384 p.; \$3.20; 1960. Eight units in this sixth grade text survey pre-historic times through the colonization of America, serving as an introduction to a full study of American history in junior high school. This traditionally organized "old world backgrounds" text is characterized by a personalized, conversational narrative.

### Geography

**OUR WORLD TODAY.** Stull-Hatch Series, revised by Harold D. Drummond. Allyn and Bacon. Each book supplemented by a teacher's edition (co-authored with Fred A. Sloan, Jr.), a teacher's manual, and a geography workbook.

- a. *A Journey Through Many Lands*; 192 p.; \$4.12; 1960 (1958, 1955, 1952, 1948, 1946). This fourth grade geography takes the students around the world, stopping on three continents and in seven countries after they leave the United States. The text's purpose is to show the relationship between people and their physical environment—that where people live largely determines how they live. Special attention is given to progressively developing map skills.

- b. *Journeys Through the Americas*; 416 p.; \$5.20; 1960 (1958, 1955, 1951). This colorful fifth grade text begins with attention to basic geographic skills and then presents a geographical study of North and South America. North America is divided into six divisions, with continental United States subdivided into seven regions and further subdivided by states. South America is looked at by countries. Excellent maps are provided.

**STECK GEOGRAPHY WORKTEXT SERIES.** By George W. Hoffman, M. G. Bowden, and Lorrin Kennamer. Steck.

- d. *Life in Lands Overseas*; 164 p.; 68 cents; 1959 (1958). Supplemented by teacher's edition and unit tests. This worktext for sixth grade helps pupils identify, learn, and apply geographical skills. The first three units—Using Maps and Globes, Our Planet and Solar System, and The World of Weather and Climate—provide text material and workbook exercises as a basis for the last five units, regional units on Europe, U.S.S.R., Southwest Asia, the Orient and Pacific, and Africa.

### Fusion or General Social Studies

**CURRICULUM FOUNDATION SERIES: THE BASIC SOCIAL STUDIES PROGRAM.** Scott, Foresman.

- e. *In All Our States*, by Paul R. Hanna, Clyde F. Kohn, and Robert A. Lively; 288 p.; \$3.32; 1960. Supplemented by teacher's edition. This colorful fourth grade text was written with the advisement of several social scientists. It portrays the way a state establishes its personality through a fair, the capitol, parks, festivals, a centennial, etc. Students are then introduced to the states making up the four basic regions of continental United States plus Alaska and Hawaii. Main cities and countryside are studied with attention to geography, and also to history, political science, economics, sociology, and anthropology. A

compact encyclopedia of states and glossary are included.

THE EARTH AND THE HUMAN FAMILY: for Catholic Schools. Silver Burdett.

- a. *Learning About Our World*, by James S. Donnelly and Rev. J. Franklin Ewing, S.J.; viii + 212 p.; \$3.60; 1960. Supplemented by teacher's edition. This fourth grade text for Catholic students is an introduction to geographical type regions, combining physical and human geography. Twelve countries, involving every continent, make up the journey around the world.

FOLLETT NEW UNIFIED SOCIAL STUDIES PROGRAM. Follett.

- e. *Exploring the Old World*, by O. Stuart Hamer, Dwight W. Follett, Herbert H. Gross, Ralph Sandlin Yohe, Ben H. Ahlschwede, and Orlando W. Stephenson; 480 p.; \$4.52; 1960 (1957, 1955). Supplemented by annotated teacher's guide, unit tests, and key to unit tests. This sixth grade text introduces the student to the Eastern Hemisphere, geographically and historically. After an excellent introductory part, the second and third parts are basically organized historically through the Middle Ages. The rest of the text is organized by nations in Europe and Asia. Australia and Africa are concluding chapters. Each chapter (unit) is introduced geographically, presented historically and then viewed as of the present. Excellent maps exist throughout.

MAN'S WAYS AND TIMES SERIES. By Lewis Paul Todd and Kenneth S. Cooper. Clarence Woodrow Sorensen, map and picture consultant. Teacher Unit Guides available. Silver Burdett.

- a. *New Ways in the New World*; ix + 350 p.; \$4.24; 1960 (1954). This fifth grade text, part of a series, follows the Wesley Report recommendations in stressing pre-1776. This warmly written history begins with the story of the people of the Old and New Worlds before they meet in the New World. Parts two through seven show how Americans filled in the frontiers of their country. Eight looks outside of continental United States, and nine to the results today of our ancestors' endeavors. Pictures are expertly woven into the content, and end-of-chapter questions provide for real thought.
- b. *World Ways*; viii + 398 p.; \$4.28; 1960 (1954). This sixth grade text is truly a story of ways of the people of the world—past and present. It is not an "old world backgrounds" text, though the contributions of the world to American culture are clearly evident. It is a warm and lucid narrative through word and picture of the lives and problems of the peoples of Europe, Asia, Africa, and Latin America. The last chapter looks squarely at the world situation today.

TIEGS-ADAMS SOCIAL STUDIES SERIES. Ginn.

- a. *Stories about Linda and Lee*, by Eleanor Thomas, with Ernest W. Tiegs and Fay Adams; 95 p.; \$2.52; 1960 (1954, 1949). Supplemented by teacher's edition. This colorful book about Linda and Lee introduces first graders to their basic communities of school and family, stressing citizenship responsibilities and working cooperatively with others. Positive attitudes are engendered toward different kinds of animal friends. Pictures are used effectively to develop skills in observation and interpretation.
- b. *Stories about Sally*, by Eleanor Thomas, with Ernest W. Tiegs and Fay Adams; 128 p.; \$2.68; 1960 (1954, 1949). Supplemented by teacher's edition. This attractive book introduces second graders to basic economic processes of community life—production, distribution, exchange, and consumption of food. Community services are also stressed. Modern technology and its role in community life is well presented.
- c. *Your Town and Mine*, by Eleanor Thomas, with Ernest W. Tiegs and Fay Adams; 224 p.; \$3.40; 1960 (1958, 1954, 1949). Supplemented by workbook, key to workbook, and teacher's manual. Organized into seven units, the text has as its strong point its attention to developing map-reading skills in third graders. Content stress is on provision for goods and services in the community. Unit six looks at foreign-born merchants and introduces children to the world. There is virtually no attention to historical background, usually found in fused texts at this level.
- d. *Your People and Mine*, by Nelle Dederick, and Josephine Mackenzie, with Ernest W. Tiegs and Fay Adams; 400 p.; \$4.20; 1960 (1958, 1955, 1954, 1949). Supplemented by workbook, key to workbook, teacher's manual, and teacher's key. This colorful and effectively illustrated text offers a new approach to fourth grade social studies. Its stress throughout the four units is on how people have built our country—the discoverers from Spain, England, France, and the Netherlands; the colonial settlers; the builders of eight of today's major cities; and seven key men in our country's history. There are challenging suggestions at the end of each chapter for science experiments which tie in with the chapter content. The pupil review and supplementary activities are well done, as are the unit bibliographies.
- e. *Your Country and Mine*, by Gertrude S. Brown, with Ernest W. Tiegs and Fay Adams; 516 p.; \$4.68; 1960 (1954, 1951). Supplemented by workbook, key to workbook, teacher's manual, and teacher's key. This fifth grade text provides an overview of the Western Hemisphere. It is divided into six parts—a history of the United States; an economic geography of continental American states and our territories; transporta-

(Continued on page 97)



# Reviewing The 40th Convention

**M**ORE than 1400 elementary and high school social studies teachers, supervisors, school administrators, and professors of history, government, economics, and geography gathered during the Thanksgiving holidays in Boston's Statler Hilton Hotel to attend the 40th Annual Meeting of the National Council for the Social Studies. Council officers and directors and members of 12 key committees arrived early in the week for their lengthy pre-convention meetings. Other early arrivals visited schools in and near Boston, toured the old city, viewed it from the tall observation tower of the John Hancock Building, boarded *Old Ironsides* at the Navy Yard, went to Lexington, Concord, and Bunker Hill. Forty-nine exhibitors displayed textbooks, audio-visual materials, and other items to interested conventioners.

Featured among the 48 sessions were an address by the President of the National Education Association, Miss Clarice Kline, herself a social

*National Council President Emlyn Jones addresses a luncheon meeting.*



*Participants registered, picked up luncheon and dinner reservations, hurried to meetings.*

studies classroom teacher; and nine meetings focusing upon Africa, Asia, the Middle East, Latin America, and Europe. Each of these was addressed by a scholar of national repute and complemented by a follow-up session where scholar and classroom practitioners jointly considered ways and means to bring these scholarly findings to high school students. Among other heavily attended meetings were some that concentrated upon:

- How to help elementary and high school students understand why theories, practices, and goals of communism constitute threats to their continued well-being
- Power alliances in today's international political structure

*"... in China a secular religion with socio-economic emphases," said Tufts Professor of East Asian Affairs A. B. Cole.*





*Visitors toured the recreated Plimoth Plantation.*

- Implications for increasing urbanization and metropolitanization
- The coming population explosion
- Social Studies curriculum patterns and grade placement programs
- Academic freedom to deal with controversial issues in the classroom
- Techniques and materials that serve talented pupils
- Methods and materials for helping slow learners
- Demonstrations by intermediate grade and senior high school students
- The 1961 Yearbook, *Interpreting and Teaching American History*

In commenting upon the 1960 Yearbook, *Citizenship and a Free Society*, Massachusetts Commissioner of Education Owen B. Kiernan declared that the teaching profession "has been guilty of talking and writing by the mile, and acting by the inch." He pointed to countless yearbooks and resolutions that have been "relegated to the archives to gather dust." Also, he went on to say, there "are schools and colleges in every corner of nations with curriculums for the social studies that have been static since the turn of the century." And he called upon social studies teachers for "imaginative and courageous action now."



*Among the many at Thanksgiving Dinner was a Virgin Island representative.*

### THANKSGIVING DAY AT PLYMOUTH, 339 Years Later

At noon on Thanksgiving Day some 650 National Council members, many with spouses and small fry along to make a family day of the occasion, boarded cars and busses in Boston and set out for Plymouth. There they found bright sunshine, clear blue skies, and a soft breeze that hardly stirred the placid waters of Plymouth Harbor. They were greeted by members of the staff of Plimoth Plantation, many of them in Pilgrim costume, and by Arthur G. Pyle, Director of Education for the Plantation.

The visitors viewed the Plimoth Plantation orientation film, visited the reconstructed fort on the hilltop, waited in lines to go through the houses built on each side of recreated Leyden Street, a few miles south of where Plymouth itself stands. In Plymouth itself they lined old Leyden Street—New England's first street—later in the day. There they watched "The Pilgrim Progress," the procession that represents each of the 50 survivors of the first Plymouth winter. Many visitors followed the marchers into the old church where they heard a modern-day "Elder Brewster" read what William Bradford had penned at Plymouth nearly 350 years earlier:

Thus out of small beginnings greater things have been produced . . . and as one small candle may light a thousand; so the light here kindled hath shone to many, yea in some sorte, to our whole nation.

Visitors saw the traditional Plymouth Rock and boarded the *Mayflower II* at dockside in the harbor. Later all had Thanksgiving dinner together family style in the Plymouth High School gymnasium. Following the dinner, President Eunice Johns called the first general session of the 40th Annual Meeting to order in the high school auditorium. She said that:

*More to challenge the talented student? It was a popular meeting.*





*Regional Council Presidents Arnett (N.Y.), Hester (N.C.), Cooper (N.E.), with NEA President Kline, second from right.*

Dedicated teachers of the social studies are convinced that the key to survival in these troubled times lies in the development of many individuals who understand the bases and ideals of a free society and who are committed to the application of these ideals in solving the problems of man's relationship with his fellow man. Similarly, such teachers recognize their own responsibility for continuous and serious study in order to provide the type of leadership needed in the classrooms in this country. . . . Mechanical problems of the '60's may be met by UNIVAC or a thinking machine, but the pressing question now is how are we going to solve the human problems.

Others who addressed the first general session were Henry Hornblower II, the President of Plimoth Plantation, who described the Plantation's program of school services; Spencer Brewster, the chairman of the Plymouth School Committee; and Herbert E. Kahler of the National Park Service Branch of History. He stressed how present-day historical restorations and reconstructions present concrete evidence of our heritage.

#### *New Officers and Directors*

Following the four assemblies that constituted the second general session on Friday morning, Council members heard NEA President Kline emphasize need for teaching their students about universal education and the vital role our public schools have played in our history.

After hearing reports from Council Executive Secretary Merrill F. Hartshorn, *Social Education* Editor Lewis Paul Todd, House of Delegates Secretary J. R. Skretting, and one from the Directors, members elected officers and directors. Dr. Emlyn D. Jones, formerly Director of Social Studies of the Seattle, Washington, public schools and currently Professor of History and Education at the University of Wisconsin, who was chosen President-elect in 1959, became the President. He succeeded Dr. Eunice Johns who remains a member of the Board of Directors for the next three years. Dr. Samuel P. McCutchen,

*Social Education's Editor Todd and President-Elect McCutchen talk it over.*



*Hundreds of teachers examined materials exhibited in the headquarters hotel.*

chairman of New York University's Department of Social Studies, became President-elect and will automatically succeed President Emlyn Jones in 1961. As Vice-President, members elected Miss Stella Kern, social studies teacher in Waller High School, Chicago.

Three new directors, each to serve a three-year term beginning in 1961, were elected: Hall Bartlett, Professor of Education, C. W. Post College of Long Island University, Brookville, New York; Harris L. Dante, Professor of Social Studies Education, Kent State University, Kent, Ohio; and Victor E. Pitkin, Consultant in Citizenship Education, State Education Department, Hartford, Connecticut.

#### **FOCUS ON THE FUTURE**

Foreign Policy Association President John W. Nason told more than 600 Council members at their annual banquet that Americans are at last beginning to recognize the dimensions of change that have taken place. Americans, he said,

must be prepared to face and deal with the challenge of communism in economic, cultural, scientific, and intellectual terms as well as in terms of a powerful military and ideological threat.



He called for a new national style consistent with the requirements of the second half of this century, and said that we must learn to do well and regularly the things we have done only when confronted with acute crises.

Erwin D. Canham, editor of the *Christian Science Monitor*, and one of the members of the President's Commission on National Goals, discussed aspects of the Commission's Report. He mentioned need for further consolidation of school districts, from 40,000 to 10,000, to obtain greater operating efficiency. Local school boards should be strengthened, he said, and all states should have "high-level boards of education." Two-year colleges should be increased and be so located that all communities could have their services. Graduate school capacities must be doubled, and adult education programs must be provided to give new emphasis on education throughout life.

All of these improvements can be made, he said:

provided the national economy continues to grow at the historic growth rate projected from 1920 . . . by 1970 a gross national product of \$709 billion. . . . Americans could spend \$35 billions of this total annually on education and have ample funds remaining for defense needs, urban rebuilding, and other public needs as well as a sufficient margin to keep our private standard of living mounting at its historic rate.

#### THE SCHOLARS PACKED THEM IN

Teachers must view the great changes in Latin America in full focus, said Preston E. James, head of Syracuse University's Department of Geography. The industrial and democratic revolutions that took place in eighteenth-century Europe are now penetrating Latin America; and along with industrial changes are demands by people everywhere for justice, equality, freedom. Tyrants still hold sway in many countries there, and in some one tyrant follows another—symptomatic of failure of popular rule through lack of leadership in these countries just as it is in Soviet Russia. He said:

*Another packed house—the assembly on Africa drew many listeners.*



*Past-President Johns, Ernest Baum of the Executive Office staff, and House of Delegates Secretary J. R. Skretting.*

All of this turmoil, viewed in the larger perspective, is part of the sweep over the world from Britain, the Netherlands, and France of the most revolutionary new ideas about human dignity that the world has seen for thousands of years.



The nation that rules the Mediterranean may rule the world. Soviet leaders fully realize this and "their position in the Middle East is stronger today than that of the United States," declared Emil Lengyel, author of *The Changing Middle East* and Professor of History at Fairleigh Dickinson University. American foreign policy in the Middle East has been a succession of blunders for several years due to lack of long-range policy and "the pressure of countless lobbies applied on the highest levels" he said. He proposed that the new administration seek to establish a buffer zone there patterned after the Locarno Agreements.

*Professor Emil Lengyel answers questions following his talk on the Middle East.*





*Standing room only—the assembly on Latin America attracted a full house.*

▼

Director William O. Brown of Boston University's African Studies Program pointed to the rapidly accelerating rate of technological, social, and political changes taking place in Africa. He noted that "instability is endemic in Africa due to tribal, ethnic, national, and class tensions." New African states, he said, are sure to be involved in the Cold War power struggle there. In the subsequent lively discussion, teachers were urged to make full use of materials distributed by American committees concerned with African and Asian problems since adequate textbook treatments are few.

▼

Old-fashioned diplomacy is outmoded, according to Ruhl Bartlett, Professor of Diplomatic History at Tufts University. He outlined as four basic needs in our foreign policy that:

*Citizenship Education directors McChesney (N.Y.), Pitkin (Conn.), Hoy (Hawaii), Curtin (Mass.), and NEA president Kline, second from left.*

- The American people clearly comprehend the nature of the Communist threat to the whole Free World and that our diplomacy reflect our understanding of that threat;
- This is a time of constant unending crisis calling for long-term, cool, calculated planning;
- Rejection of the Communist line that use of force would be worse for us than surrender—the Communists must understand that the Free World prefers destruction to surrender;
- Our strength must rest upon our moral rectitude.

What we have most to fear, he concluded, is possible loss of the character of our nation and of ourselves as individuals in a search for fancied security. "Our freedom is worth maintaining and defending," he said, and "with confidence, calmness, and dignity."

▼

Norman Padelford, Professor of Political Science at the M.I.T. Center for International Studies told Council members that President Kennedy will have an extraordinary opportunity during the early months of his administration to create a new image of the United States within the United Nations. Unless this is accomplished, said this member of the State Department team that drew up United States policy in preparation for the establishment of the UN and who was present at its launching in San Francisco in 1947,

there is danger that the United States and the Western powers will be heavily out-voted in the UN General Assembly in 1961 by the Communist bloc and "neutralist" Afro-Asian states.

To achieve its objectives in the changing United Nations bold efforts will be required by the President himself and by the most able and energetic people around him. The effort will require advance strategic planning and should be national in scope. It should draw upon the resources of both parties.

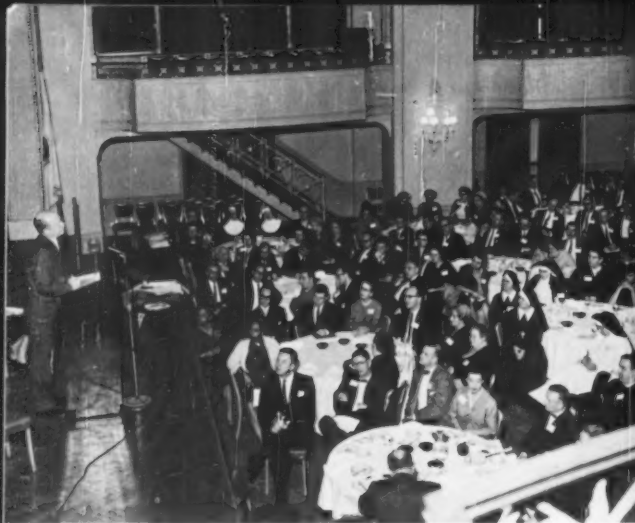
▼

In discussing NATO, Professor Lawrence S. Kaplan of Kent State University emphasized that the United States did not consign "its allies to the status of satellites" but treated them as equals

*Sixth graders and teacher from Wellesley demonstrate team learning.*







*Columbia's Professor Henry Graff discusses how we shape our past.*



*The three members of the Committee on Publications have a long-range chore.*

and with mutual respect. Continued survival of NATO, he pointed out, not only provides support for a vital section of the world and serves to deter international communism; it is likewise clear evidence of the end to our "honorable but obsolete tradition of isolationism."



The logic of events and the changed context of power politics have forced European leaders toward a degree of coordinated effort that 50 years ago would have been impossible, said Professor Franklin Lewis Ford of Harvard University. This does not mean that Europe is on the verge of political unification, but it does suggest that the "cannibal era" of international affairs in Europe is ended and that there is a steadily growing sense of European solidarity. Said Professor Lewis:

It seems to me almost certain that Europe . . . will be

a more formidable force in its own right ten years hence than it is now and that it will be far better for American policy to be able to show a record of friendship and encouragement than it would be for us to have to explain a grudging attitude and a series of unsympathetic responses to the halting steps by which I believe this new Europe will come into existence.



Harvard University's Professor John Gaus, a student of Turner's, presented an exciting interpretation of the Frontier Theory in today's world. Current study of the theory today regards the frontier as a concept of *place* in other countries and regions. It is likewise revealed in the studies of population and of changes in community structure. Professor Gaus stated that "the Frontier Theory has made a lasting contribution to historical understanding and will continue to do so as new frontiers are studied." He called upon teachers to make use of this scholarship to challenge their students to acquaint themselves

*NCSS office staff members worked from early morning through midnight.*



*Natick High School seniors demonstrate how they study problems of international economics.*







*Pre-meeting sessions of NCSS directors take hours, energy, perspective.*

with the history of their own families and communities, as well as their own experiences and observations, as raw material for their own intellectual and emotional character-building.

▼  
 "The coming centennial of the American Civil War must not be permitted to degenerate into a 'horse opera' of panoramic proportions," warned Professor John G. Sproat of Williams College. Instead, it "should command our sober attention, first to its larger tragedies . . . of the fighting itself . . . of the failure of the democratic process." He asked why this national "infatuation" with the Civil War that took but four years of our 353-year history. He condemned what he labeled the "blood-bath interpretation of history" that regards the War as a creative national experience instead of a "sterile national disaster." Its "results could have been achieved in the long run without war; but the war itself can never be undone."

▼  
 How much can our nation afford for education, medical care, housing, and other welfare services? Professor Seymour E. Harris of Harvard University estimated that, with the kind of economic growth an effective management of our economy can provide, we can afford to spend from about \$18 billion to \$35 billion on public elementary and secondary education alone. Education, he said, has been "the most important single factor" in our great rise in output, and he called for government support of medical and other research, holding that a higher growth rate will enable the government to provide added services at no increase in taxation. He said, however, that present tax rates are not a deterrent to investment and savings. As for inflation, he held that a yearly increase in prices of 1 percent is not too much to pay for a 5 percent increase in growth rate.

*Another committee session—Vice-President Stella Kern at head of the table.*

*Professor Emeritus John Mahoney and Margaret Gearan, Massachusetts' supervisor of civic education.*





*Delegate Richard E. Gross speaks up at a House of Delegates session.*

#### **LOOKING AT THE CLASSROOM**

Elementary and junior-senior high school social studies curriculum practices were scrutinized. Recommendations were made for: a "climatic" orientation to geography for seventh-graders; emphasis upon American social history for eighth-graders; and for ninth- and tenth-graders consideration of the role our country has in world affairs, an understanding of social, civic, and economic problems, and opportunities to experience leadership and team-work roles through pupil-teacher planning and community-centered activities.

From the fifth grade through graduate school there is need for a cyclic organization of American history that will develop meaningful relationships, cause and effect, focus on issues, past-present relationships, training in research techniques, and stress on factual understanding prior

to attempts at problem solving.

▼  
This report of the 40th Annual Meeting of the National Council for the Social Studies is based upon the section meeting accounts written by over 40 recorders and upon papers written, presented and filed by many of the speakers. The report was prepared for *Social Education* by the following committee: Hall Bartlett, Chairman, C. W. Post College, Brookville, L.I., New York; Isidore Starr, Brooklyn (New York) Technical High School; Manson Van B. Jennings, Teachers College, Columbia University; Stanley P. Wronski, Michigan State University; J. R. Skretting, Florida State University; and Carl Purcell, NEA Staff Photographer who took all but three of the photographs reproduced. These three (of President Emlyn Jones, the Wellesley sixth-graders and their teacher, and Professor Emeritus John Mahoney and Miss Margaret Gearon) were taken by Dr. Jennings.



*Veteran teachers discussed problems and views at many a round-table meeting.*

## BIBLIOGRAPHY OF TEXTBOOKS

(Continued from page 88)

tion, communication and government in America; other North American countries; and our South American neighbors. Some 80 to 90 maps provide students with an introduction to various types of maps which can serve as a sound basis for developing map skills.

- f. *Your World and Mine*, by Grace S. Dawson, with Ernest W. Tiegs and Fay Adams; 512 p.; \$4.68; 1960 (1958, 1954, 1951). Supplemented by workbook, key to workbook, teachers' manual, and teacher's key. Units one and two of this sixth grade text provide historical insight into our old world backgrounds in the ancient and medieval world, with a quick chapter overview of the period from 1453 to the present. Units three, four, and five then portray geographically the world around America—Europe, Asia, Oceania, and Africa. Latin America is reserved for the alternate sixth grade text in the series. An excellent selection of various types of maps is available.
- g. *Understanding Latin America*, by Edmund Lindop, with Ernest W. Tiegs, and Fay Adams; 478 p.; \$4.80; 1960. Supplemented by workbook, key (in preparation), teacher's manual, and teacher's key. This alternate text to (f) for sixth grade students is devoted to a colorful geographical and historical treatment of Latin America. After an understanding of the historical background from 1500 to 1800 in Unit One, the next four units are devoted to various nations comprising Latin America. The final unit, "Twenty-one Nations Band Together," takes up hemispheric cooperation, especially the Pan-American Union and OAS.

## JUNIOR HIGH SCHOOL

## American History

AMERICAN FRONTIER SERIES. Lyons and Carnahan.

- c. *Freedom's Frontier*, by Thomas D. Clark, Ray Compton, and Gladys Hendrickson; xi + 816 p.; \$5.20; 1960 (1953, 1948). Supplemented by workbook and teacher's manual. Ten chronological units, two-thirds of which stress the pre-1875 period, present history in an easy-to-read style. The book is enriched by maps, beautiful illustrations, and an excellent stress on biographies of great men. Annotated bibliographies and excellent activity suggestions lend themselves to research techniques. The last chapter, devoted entirely to projects, should prove beneficial to both students and teachers.

LAIDLAW HISTORY SERIES. Laidlaw.

- d. *Our United States: A Bulwark of Freedom*, by Harold H. Eibling, Fred M. King and James Harlow; 672 p.; \$4.80; 1960. Supplemented by

exercise book, teacher's manual, teacher's edition, tests and key. Eight units, through a broad chronological approach and written in an easy-to-read conversational style, show the ways that geography has affected the course of American history. Enrichments to the textual content include unit summaries, annotated bibliographies, time lines, cartoons, biographical sketches, and a wealth of pictures. The dictionary of historical terms is very good.

RIVERSIDE SOCIAL STUDIES SERIES. Houghton-Mifflin.

- a. *This Is America's Story*, by Howard B. Wilder, Robert P. Ludlum, and Harriet McCune Brown; vii + 728 p.; \$4.96; 1960 (1958, 1956, 1954, 1952, 1950, 1948). Supplemented by workbook, key to workbook, tests, key to tests, end-of-course examination, and answer booklet for end-of-course examination. Ten units, utilizing a broad chronological and semi-topical approach, over half devoted to the pre-1875 period, introduce the student to United States history. A brief look at America today, which initiates the story is unique. Biographical sketches of presidents and other famous Americans; pictures of artifacts; maps, charts, and graphs; annotated unit bibliographies; and a lively narrative enhance the text.

WEST AND WEST: *Story of Our Country*, by Ruth West and Willis Mason West; revised by William E. Gardner; xiv + 658 p.; Allyn and Bacon, Inc.; \$5.20; 1960 (1954, 1948, 1946, 1942, 1940, 1936, 1935, 1933, 1930, 1926). Supplemented by workbook, tests, and teacher's manual. With special attention given to social studies skills throughout, ten chronological units present a vivid and easy-to-read narrative. Source material, biographical sketches, and pictures personalize an account which stresses the inter-relationships between history, geography, and economics. Historical methodology is given considerable attention in each unit.

## Kentucky History

CHERRY AND STICKLES: *The Story of Kentucky*, by Thomas C. Cherry and Arndt M. Stickles; xxii + 378 p.; D. C. Heath and Company; \$3.20; 1960 (1954, 1945). Divided into six parts, the history of Kentucky is presented through a chronological approach. Particular attention is given to geography and how it has influenced Kentucky's history, and to the State's well-known personages.

## Civics and Citizenship

ALLEN AND STEGMEIR: *Civics, Fifty-State Edition*, by Jack Allen and Clarence Stegmeir; xvi + 552 + viii p.; American Book; \$5.00; 1960 (1959, 1956).

Supplemented by workbook, tests, teacher's manual, and film guide. In five units this text carries the citizen in a very personal way through his roles: as an individual in the community; in organized governing; in civic betterment; in economic well-being, to planning his possible vocation place. Historical settings, activity "breaks" within chapters, and narrative interludes supplement excellent end-of-chapter helps.

ARNOLD BANKS, SMITH: *Building Our Life Together*, by Joseph Irwin Arnold, Dorothy J. Banks, and William Maurice Smith; 384 p.; Row, Peterson and Company; \$4.36; 1960 (1956, 1951, 1949, 1947, 1941, 1939). The stress throughout the writing and many pictures in this text is on how citizens work together in effectively carrying out a democracy. Five units set forth areas of responsibility—keeping basic sociological institutions strong, maintaining the economy, understanding American government compared with dictatorship, participating in the political process, and providing for community betterment. A unit on vocations concludes the book.

POSEY: *Civics for Young Americans*, by Rollin Bennett Posey; 456 p.; Row, Peterson and Company; \$3.60; 1960 (1958, 1956). This text is concerned with local, state and national government—its structure and functions, including international relations and the role of citizens in governing. Traditional government in content, it is most untraditional in approach. Each chapter begins with a lively narrative, usually in "Mrs. Jones' " civics class. This is followed by "Rounding Out the Chapter," which points up facts, understandings, and concepts from the chapter. Activities of a highly creative nature conclude each chapter.

ROTH, HOBBS, DRAKE: *Living in Today's World*, by Lawrence V. Roth, Stillman M. Hobbs, and Alan C. Drake; 575 p.; Laidlaw Brothers; \$4.60; 1959. This text departs markedly from the traditional civics content. Attention to government is restricted to the national level. It does a most interesting job, however, of portraying to the young citizen what is involved in living in today's world—a citizen in the richest country in the world, a country exercising world leadership among nations. Geography is very heavily stressed throughout, beginning with skills and fundamentals, then investigating resources, and concluding with a brief study of the nations of the world. Maps, as well as graphs and charts, are plentiful, varied and excellent. Economics receive heavy stress.

#### SENIOR HIGH SCHOOL

##### World Geography

BRADLEY: *World Geography*, by John Hodgdon Bradley; viii + 584 p.; Ginn and Company; \$5.48; 1960 (1957, 1954, 1951, 1948, 1945). Supplemented by

workbook, key to workbook, tests, and teacher's manual. (Three sets of slides and nine desk maps are also available.) The first five units in this well-illustrated book are devoted to the components of geographic analysis. Unit six combines the denominators and looks at six regions—Western Europe; the Soviet Union; China, Japan, and India; smaller nations of the Eastern Hemisphere; South America; and the United States and its Neighbors. Thought provoking chapter activities, excellent bibliographies, an excellent section on Maps and How to Use Them, and an indispensable glossary contribute to this text which stresses the functional interdependence of peoples and places.

ISRAEL, ROEMER, AND DURAND: *World Geography Today*, by Saul Israel, Norma H. Roemer, and Loyal Durand, Jr.; viii + 536 p.; Holt, Rinehart, and Winston, Inc.; 1960. Supplemented by workbook, key to workbook, tests, key to tests, and teacher's manual. Unit one of this well-illustrated text deals with the earth's physical features, climatology, and necessary skills for map-reading. Units two through nine present a well-balanced study of Western Europe, Russia and Eastern Europe, The Middle East and North Africa, Africa South of the Sahara, the Far East, Australia and the Pacific World, Latin America, and the United States and Canada in terms of each region's unique natural and human resources, level of technology, and culture. Unit ten stresses world-wide problems, including world trade, conservation, and under-developed countries. Good chapter exercises, a glossary, and a unique global time conversion chart are included.

##### World History

BLACK: *Our World History*, by C. E. Black; 710 p.; Ginn and Company; \$5.60; 1960. Supplemented by workbook, key to workbook, tests, and teacher's manual. Based on *World History*, by Smith, Muzey, and Lloyd, this text is revised and extended to the present, utilizing the familiar broad chronology approach. Seven units, well-illustrated and quick-moving, include typical chapter previews, questions, and bibliographies. Several maps, many in a center "atlas" section, might allow needed opportunity for geographic study and skill development. The final chapter looks at the problems facing tomorrow's world, including the Communist threat and the population explosion.

EWING: *Our Widening World*, by Ethel E. Ewing; vii + 740 p.; Rand McNally; 1960 (1958). Supplemented by teacher's manual and study guide. Widening students' perspective and understanding of real world history is possible through this provocative, exciting and attractive text which utilizes the cultural region and social anthropology approach by looking at the seven great world societies: Far Eastern, Indian and Southeast Asian, Middle



East and Moslem, Slavic, Modern European, Anglo-American, and Latin American. Accounts of the history of each society are concluded with an analysis of present-day trends and conflicts as each society adjusts to twentieth-century demands. The last unit stresses the work of the U.N. and the basic challenges confronting the world in the 1960's. Unit "Workshops" rather than chapter summaries are an interesting and excellent innovation.

ROGERS, ADAMS, AND BROWN: *Story of Nations*, by Lester B. Rogers, Fay Adams, and Walker Brown; xiii + 802 p.; Holt, Rinehart and Winston, Inc.; 1960. Eight parts carry man's history from cave dwelling to the Renaissance and Reformation in a broad chronological approach. Parts nine through twenty-one utilize the topical approach as individual nations are studied as entities in themselves, providing students with a real picture of the world today. The last two chapters summarize the past and look to the future. Unit previews, summaries, a fast-moving narrative, and excellent maps and illustrations enrich a text which accords considerable space to men's culture.

#### American History

ALDEN AND MAGENIS: *A History of the United States*, by John R. Alden and Alice Magenis; xv + 542 + lxiii p.; American Book; \$5.60; 1960. Supplemented by workbook, key to workbook, tests, key to tests, teacher's manual, "Recent Events in the United States and the World" filmstrips, and film guide. Utilizing the broad chronology approach, ten units—roughly half devoted to the post-1875 period—present U. S. history in a straightforward manner. Graphs and charts and skill in their use receive more attention than is usually accorded in history texts. Excellent illustrations are meaningfully integrated throughout. End-of-chapter "Research Activities" and unit summaries by "Headlines in History" are particularly noteworthy.

AUGSPURGER AND MCLEMORE: *Our Nation's Story*, by Everett Augspurger and Richard Aubrey McLemore; 893 p.; Laidlaw Brothers; \$5.20; 1960 (1959, 1956, 1954). Supplemented by workbook and teacher's manual. Following the Wesley Report's recommendations, roughly 60 percent of this text is devoted to the post-1875 period. End-of-chapter exercises are extensive. Black-and-white pictures, included throughout, attempt to enliven the text. A section of the appendix devoted to presidents and their cabinet members is unique.

GAVIAN AND HAMM: *United States History*, by Ruth Wood Gavian and William A. Hamm; xvi + 880 p.; D. C. Heath and Company; \$5.60; 1960. Supplemented by workbook, key to workbook, tests, key to tests, and teacher's manual. Ten units chronologically and topically presented carry the student

through an exciting and easy-to-read presentation. Excellent previews, "High Points," suggested readings, and review questions are found with each unit. Colorful prints and source material add cultural depth to the narrative. Graphs, maps, charts, and individual pictures of important people are abundant.

GRAFF AND KROUT: *The Adventure of the American People*, by Henry F. Graff and John A. KROUT; xii + 738 p.; Rand McNally and Company; 1960 (1959). Supplemented by teacher's manual, study guide, and American history readings (*The American Reader*, by Paul M. Angle; xvi + 704 p.; Rand McNally; \$6.00; 1959). A broad chronological approach, over half devoted to post-1875, this text, an exciting narrative enriched by a wealth of materials, is a fascinating book for students. Colorful maps and charts provide excellent opportunities for developing geographical skills. Resource material and numerous pictures add cultural flavor to the commentary. Thought provoking end-of-chapter workshops, an extensive appendix, and comprehensive unit bibliographies highlight suggested pupil activities.

MUZZEY: *Our Country's History*, by David Saville Muzzey; x + 710 p.; Ginn and Company; \$5.40; 1960 (1957). Supplemented by workbook, key to workbook, tests, key to tests, and teacher's manual. Nine units present a broad chronological approach to American history, roughly half devoted to the post-1875 period. Useful aids, such as time tables of contemporary events at home and abroad, a unique topical analysis of the text, and an abundance of colorful maps, charts, and cartoons add enrichment.

RIVERSIDE SOCIAL STUDIES SERIES. Houghton-Mifflin.

a. *The Making of Modern America*, by Leon H. Canfield and Howard B. Wilder; xvi + 788 + lxxx p.; \$5.60; 1960 (1958, 1956, 1954, 1952, 1950). Supplemented by workbook, key to workbook, tests, and key to tests. Eleven topically-oriented units present America's story in an interesting manner. This text, stressing the post-1875 period, ties together each of the three parts with a detailed chart of political, economic and socio-cultural activities by presidential administrations. Occasional biographical sketches of famous Americans and "Sidelights on American History" at the end of each unit add the human element. Prolific use is made of pictures, sketches, maps, and graphs. Unit bibliographies are extensive.

#### Government

DIMOND AND PFLIEGER: *Our American Government*, by Stanley E. Dimond and Elmer F. Pflieger; xvi + 608 p.; J. B. Lippincott Company; 1960 (1959,

1957). Supplemented by workbook, key to workbook, tests, key to tests, teacher's manual, and film guide. A well-designed and readable book for developing pupil interest and learning about governing in America, this text places heavy stress on the United States as a world leader. Beginning with the foundations of our government, the text discusses the main branches and levels of government, ending with units on financing government, world leadership, and domestic issues. Problems faced by state and local governments are well treated.

HAEFNER, BRUCE, AND CARR: *Our Living Government*, by John H. Haefner, Harold R. Bruce, and Robert K. Carr; 679 p.; Scott, Foresman and Company; \$4.96; 1960. This colorful text begins with the foundations of government, then presents the main branches and levels of government, ending with units on domestic issues, international relations, and financing our government. The comprehensive insight into governing in America is made more meaningful by the presentation of key ideas at the beginning of each chapter and the excellent pupil activities and bibliographies. Sixteen pages of organization and function charts in the appendix provide valuable reference assistance.

MAGRUDER AND MCCLENAGHAN: *American Government*, by Frank A. Magruder, revised by William A. McClenaghan; xii + 756 p.; Allyn and Bacon, Inc.; \$5.44; 1960 (yearly from 1917). Supplemented by teacher's edition, teacher's manual, workbook, and tests. The 1960 edition of this widely known text presents the student with an encyclopedic study of American government as opposed to the dynamic approach common to the more recent texts in this field. An excellent reference book. The General Bibliography in the appendix is a real contribution to teachers.

MUSSATTI: *The Constitution of the United States*, by James Mussatti; vii + 222 p.; D. Van Nostrand Company; \$3.40; 1960 (1956). This excellent little illustrated book is a significant contribution to supplementary materials available for senior high American history and government teachers and their students. Not only is the document presented and well analyzed, but a full background of its writing is fascinatingly done. This includes the English and colonial background, the concept of a union, our first state constitutions, and the Constitutional Convention. Each chapter closes with a topical outline for study and chapter questions.

#### Problems of Democracy

ALILUNAS AND SAYRE: *Youth Faces American Citizenship*, by Leo J. Alilunas and J. Woodrow Sayre; xv + 592 p.; J. B. Lippincott Company; \$5.00; 1960 (1956). Supplemented by tests, key to tests, and teacher's manual. This very readable and well-

illustrated text provides youth with understandings relative to crucial personal and social issues they are making and will be expected to make decisions about and take action upon as citizens. Personal, group, economic, political, and international problems are pin-pointed at the end of each chapter, where excellent bibliographic aids are cited. The final chapter presents our rights, responsibilities and goals under the American way of life.

BLAICH AND BAUMGARTNER: *The Challenge of Democracy*, by Theodore P. Blaich and Joseph C. Baumgartner; xiv + 626 p.; McGraw-Hill Book Company; \$5.96; 1960 (1956, 1953, 1950, 1947, 1942). Supplemented by film guide providing a list of correlated text-films and filmstrips. (A special bulletin is also mailed out at frequent intervals during the school year, containing articles on current developments as well as teaching suggestions.) Nine units include personal, family, community, economic, political, and international problem areas. The main issue involved in the problem under consideration in each chapter is succinctly set forth at the beginning of the chapter, and then students are presented with a group of "What Do You Think" questions to motivate interest and develop concern. A unique contribution is the inclusion of content related case studies and special exercises in skill development in critical thinking. Graphs and charts are abundant.

KIDGER AND DUNWIDDIE: *Problems Facing America and You*, by Horace Kidger and William E. Dunwiddie; viii + 636 p.; Ginn and Company; \$5.44; 1959 (1956, 1955, 1953, 1950, 1940). Supplemented by tests. This text opens with an excellent unit on clear thinking. The next three units provide opportunities for students to apply understandings, attitudes and skills learned in Unit I to fundamental economic, social, and governmental problems. Two noteworthy inclusions are the page within each chapter on "What You Can Do" and the "Government in Action" section at the end of each chapter which raises a series of questions relative to the role of government in connection with the particular topic. A "Historical Background" is set forth for each topic before the chapter discussion begins.

#### Economics

GOODMAN AND MOORE: *Today's Economics*, by Kenard E. Goodman and William L. Moore; viii + 632 p.; Ginn and Company; \$4.68; 1960 (1957). Supplemented by workbook, key to workbook, tests, key to tests, and teacher's manual. This presents a comprehensive view of traditional basic economics—involving production, consumption, exchange, distribution, and government. Perhaps insufficient stress is given to how the American economy actually functions. Consumer economics receives at-

tention throughout. A glossary and 75 study helps augment end-of-chapter exercises.

HECKMAN: *The Economics of American Living*, by Harry W. Heckman; 168 p.; Rand McNally and Company; \$1.42; 1959. Supplemented by teacher's manual. (This text has been developed to accompany a series of 24 wall charts.) Aiming to explain simply, yet very realistically, how the free enterprise system works in the United States, this brief booklet, including pictures of the accompanying wall charts, would be very usable for a unit either in a Problems or American Government course. It contains eight discussions, seven dealing with the American economic system, and the final one comparing our system with its economic competitors. Discussion questions conclude each discussion.

#### Psychology

LANDIS AND LANDIS: *Personal Adjustment, Marriage and Family Living*, by Judson T. Landis and Mary G. Landis; xvi + 384 p.; Prentice-Hall, Inc.; \$4.16; 1960 (1955, 1950). Written for teen-agers in a Problems, Psychology, or Family Relations course, this well-illustrated book looks at dating, courtship, marriage, and family relationships through a study of the individual, his own personality make-up, and that of others. Extensive material on the personality growth of children is included to provide more insight into the teen-ager's personality and for his better understanding of future parenthood. Warmly written, the text is enriched with excellent pictures, cartoons, and graphs, reflecting the latest sociological findings.

### THE NEW DIPLOMACY

(Continued from page 74)

This old saying might be altered a little in the present crisis of protracted conflict, to the effect that foreign policy should not be intrusted to politicians. The primary pressures on politicians are not generated by the diffused and disorganized majority of the people, but by pressure groups that equate their own with the public interest, and politicians are skilled in the mathematics of combination. It is necessary to look back over only three or four decades to see how many politicians have fled from reality, have avoided unpleasant decisions, who seemed to believe, as Churchill once said, that love for peace could be its sole foundation, and have defended their acts with such casuistries of argument that they cannot escape the charge of being ignorant or frivolous where they were not dishonest. Notwithstanding this need for statesmanship, the great pressure today is for education in technology, and doubtless more is needed. But the transcendent need is for education in the humanities from which must come, if it comes at all, the illumination of men's minds, and for education in the basic social studies, which form a part of the humanities and in addition may provide the understanding that would enable the people to distinguish between the politician and the statesman. Although it may be old fashioned

to say it, for the idea is not new, nevertheless it is vital to remember that the mission of the humanities and the social studies is to provide great moral leadership as well as great personal satisfactions that constitute the substance of civilization.

No one can see the future with certainty. Annihilation may await us, and although we do not seek it and would like to avoid it, it should not be our greatest fear. As Homer and Shakespeare both said, a person who fears death dies a thousand times. The things we should fear and should avoid at all hazards, because we have the power to avoid them, are the loss of character in ourselves, and in the nation—internal weakness, irresolution, the substitution of security for individual responsibility, and the decline of confidence in the worth of our free institutions which are the refinement of two thousand years of western civilization. What we should remember is that human freedom and free institutions are worth understanding, maintaining, and defending and that we have a right and duty to defend them now, and to do so with confidence and dignity. If this is not so, it would be better to say with Richard II:

For God's sake let us sit upon the ground  
And tell sad stories of the death of kings.

# Notes and News

Merrill F. Hartshorn

## NCSS Annual Business Meeting

The Annual Business Meeting of the National Council for the Social Studies was held November 25, 1960, during the Annual Meeting of the Council in Boston, Massachusetts. President Johns presided at the session. Following is a summary of the reports made and the action taken on agenda items.

This year the Council was fortunate in having in attendance at the Business Meeting Miss Clarice Kline, President of the National Education Association. In bringing greetings from the NEA, Miss Kline reminded social studies teachers of their responsibility in helping students understand the importance of public education in American life. She also emphasized that a major purpose of the NEA was to keep alive the concept of universal education.

*Report of the Editor of Social Education:* In a brief statement, the editor reminded the members of the National Council that the pages of *Social Education* for the preceding year stood as a record of his stewardship. He then introduced the editors of the regular departments, who contribute freely of their time and talents, and urged the readers of the journal to express their appreciation in person or in writing.

*Report of the Executive Secretary:* The Executive Secretary expressed his thanks to the members of the Local Arrangements Committee for the Boston meeting who worked under the leadership of Thomas J. Curtin and F. Meredith Cooper and to Arthur G. Pyle and his committee at Plimoth Plantation for their help in arranging the visit to Plymouth. The work of these Committees in facilitating arrangements and providing hospitality for members attending the Annual Meeting is a vital and substantial contribution to the NCSS for which we are most appreciative.

The Council has had a satisfactory year in most respects and is in a financial condition relatively the same as it was one year ago. During the past year the NCSS received dues from 7,834 members as compared with 7,205 paid member-

ships for the previous year. The number of paid memberships received this past year represents a new high for NCSS. In addition to the memberships received, there were 1,430 additional subscribers to *Social Education*. Income from membership dues amounted to \$49,452.04 and from subscriptions, \$7,148.68—a total of \$56,600.72. Sales of publications (in addition to publications distributed as part of membership service) brought in \$41,239.76 during the last fiscal year.

A brief comment should be made regarding joint membership dues received from affiliated councils. This year we received 2,353 such memberships compared with the 1,883 received last year, a 25 percent increase. The increase indicates a great deal of work on the part of these affiliated councils in building membership in the NCSS which is greatly appreciated.

While our revenue from all sources was up this year, over last, we must accept the fact that the amount of income received last year falls far short of what is needed to meet the demands placed on the NCSS for service. The NCSS Board of Directors at its meeting earlier in the week adopted a budget for the coming fiscal year that exceeds \$125,000. With last year's income from publication sales, membership, and subscriptions totaling approximately \$98,000, a deficit of \$27,000 exists for this coming year which must be reduced through increases in both membership and publication sales.

If we are to continue the expansion of our program and provide the leadership the profession demands, we will need the help of every member and all affiliated councils in building membership and increasing publication sales.

The Executive Secretary discussed briefly major projects the Council's program has included. The three-year project in Glens Falls, New York, on "Improving the Teaching of World Affairs" was completed with the close of the school year in June 1960. Follow-up activities will include the publication of three bulletins. Two of these will be in the Curriculum Series of the NCSS: one dealing with experiences in teaching world affairs in the elementary schools, and the second with the secondary schools. The



third publication will be directed toward school administrators and school board members and will be designed to arouse their interest in strengthening the school programs in the area of world affairs.

The NCSS and the Division of Press and Radio Relations of the NEA cooperated with CBS Television in producing an eight-page pamphlet on the 1960 conventions and elections. This publication, which included information concerning the elections, suggested activities, and bibliographies, was designed as a teacher's guide. The demand was such that 250,000 copies were printed and distributed, on request, from teachers.

This past summer four Newspaper-Education Workshops were held. The scholarships and number of teachers enrolled in the workshops increased from 86 scholarships in 1958 to 144 in 1960. The purpose of the workshops was to explore possibilities for improving the quality of instruction and learning in the area of contemporary affairs and responsible citizenship.

For the fourth year, the NCSS joined with the Division of Travel Service of the NEA in sponsoring the Washington-United Nations seminar. The Council's Executive Secretary served as chairman of the program committee, and through him the National Council carried responsibilities for the program offering. (For further details regarding this Seminar, write the Division of Travel Service, National Education Association.)

This past year the NCSS cooperated with the NEA Project on the Academically Talented. The publication, *Social Studies for the Academically Talented Student in the Secondary School*, was printed and made available for sale.

Efforts are being continued to develop the recommendations made by the *ad hoc* National Commission on the Social Studies. At the present time the American Council of Learned Societies has invited eight scholars from various disciplines to prepare papers on what they feel to be the content objectives of each field, as well as outlining in broad terms the concepts they consider important to be developed, and the basic content they hope students can master by high school graduation. In addition to those statements, a group of scholars from the field of social studies education will prepare a statement on the educational objectives of the social studies. These statements will then be brought together and reconciled at a joint meeting of the two groups.

Following this step, funds will be sought to develop projects in selected school systems to work

out the problems of implementing the recommendations.

It should be noted that the majority of funds for these special projects have been secured from sources outside the Council. Consequently, these projects constitute an extra dividend to members. It is hoped that further activities of this kind can be developed in the future; however, it will depend, to some extent, on an enlarged NCSS membership. This again points up the need for all members to encourage others to join the NCSS.

The Executive Secretary expressed his special thanks to the officers and Board of Directors of the NCSS. Not only do they give of their time, but they pay their own expenses to attend the Annual Meeting and meetings of the Board of Directors. The Executive Secretary, speaking personally as well as in behalf of the members of the Council, also expressed appreciation to the contributors to the NCSS publications and the members of the NCSS committees, all of whom contribute their services to the Council without thought of remuneration. Without the unselfish work of all these people, our program would not be possible.

*Report from the House of Delegates:* This report, along with the one on the action of the Board of Directors on suggestions received from the House of Delegates, will appear in the next issue of *Social Education*. At the time this issue goes to press, the full report of the House of Delegates has not been received, and it is not due in NCSS headquarters until the end of December.

*Election of Officers for 1961:* Miller Collings chairman of the Nominations Committee, presented the Committee's report. (See October issue of *Social Education* for the complete listing of personnel of this Committee.) Nominations were called for from the floor and, as there were no additional nominations, the slate proposed by the Nominations Committee was voted on by the members present at the business meeting. The President-Elect automatically moves up to the office of President. The officers elected for 1961 are as follows:

*President:* Emlyn Jones, University of Wisconsin, Madison

*President-Elect:* Samuel P. McCutchen, School of Education, New York University

*Vice-President:* Stella Kern, Chicago Public Schools

*Board of Directors for a three-year term:*

Hall Bartlett, C. W. Post College of Long Island University, Brookville, New York

Harris L. Dante, Kent State University, Kent, Ohio

Victor E. Pitkin, Consultant in Citizenship Education, Connecticut State Department of Education, Hartford.

*Resolutions:* Five resolutions were passed.

## I

*Be it Resolved,* That we of the National Council for the Social Studies have learned with deep regret of the death on October 29 of Past President Ruth West. For many years Miss West was a leader in the National Council and in the field of social studies education. She contributed to many of the Council's publications, annual meetings, and other activities. Through her long teaching career, the last part of which was at Lewis and Clark High School in Spokane, Washington, she reached thousands of boys and girls with the lessons of democracy, and her textbooks carried her influence to students in classrooms across the nation. Social studies education has been enriched by her dedicated efforts in behalf of its best principles.

## II

*Be it Resolved,* That with deep regret, the National Council for the Social Studies takes cognizance of the death of Past President Fremont P. Wirth on August 6, 1960, and expresses its sincere appreciation for his notable services to this organization and to the advancement of social education.

Dr. Wirth was long active in the affairs of the Council, having served with distinction on its Board of Directors and many of its committees, and having contributed to its publications, annual meetings, and many other phases of the NCSS program. Through his teaching and superintendency in public schools, his teaching of teachers at Peabody College, his textbooks, and his services abroad, he helped youth throughout the United States and in many other countries to gain a better understanding of and appreciation for the foundations and principles of democratic life.

## III

WHEREAS, The National Defense Education Act of 1958 requires as a condition of qualification for its benefits that all applicants execute an

affidavit declaring that they do not believe in and are not members of and do not support any organization that believes in or teaches the overthrow of the United States Government by force or violence or by any illegal or unconstitutional means; and

WHEREAS, under such legislation needy students, for whom the Act is intended, are placed in a position of obligation unlike many others who receive federal benefits; and

WHEREAS, under such legislation student applicants are thereby placed in a position of being regarded with suspicion and distrust rather than being presumed innocent,

*Be It Therefore Resolved,* That the requirement of the aforementioned disclaimer affidavit be regarded as placing "political restrictions on education in violation of sound principles of academic freedom" and as such the National Council for the Social Studies hereby registers its protest and urges Congressional repeal by means of amendment to this portion of the National Defense Education Act of 1958.

## IV

WHEREAS, The need is great for grants to enable teachers in all fields of instruction and at all levels of instruction to pursue advanced studies both during the summer and during the regular school year, and

WHEREAS, The need for improvement of curriculum, facilities, and materials is great in all fields and in all aspects of the educational program, and

WHEREAS, The federal government and privately financed foundations have made grants to meet these needs in the areas of mathematics, modern languages, and the natural sciences,

*Be It Therefore Resolved,* That we hereby express approval of such grants and urge in the strongest terms that these agencies extend their aid programs to include the field of the social studies to the end that the contribution of this field to the education of children and youth be thereby enhanced, and

*We Further Recommend,* That the Board of Directors of the National Council for the Social Studies take whatever action seems appropriate to implement this resolution.

## V

*Be It Resolved*, That the members and officers of the NCSS wish to express their hearty appreciation to the Local Arrangements Committee for the excellent planning and arduous work done in preparing for this 40th Annual Meeting. To certain individuals we are especially indebted: F. Meredith Cooper, and Thomas J. Curtin, general co-chairmen of local arrangements and the chairmen of the following committees: Ann MacDonald, Banquet; Robert McLaughlin, Information; Wilfred O'Leary, State Relations and Membership; Ruth Butterfield, Hospitality; Robert McCreech, Special Tours; Calvin Deam, Learned Societies; H. Wyman Holmes, Publicity; Henry Hicks, Ticket Sales; William J. Reid, School Visits; and Randolph Miller, Registration. We are indebted not only to the people whose names are mentioned here but also to many others who have worked on the various subcommittees. To all who have helped we express our gratitude and say "Thank you."

We know that the wonderful Thanksgiving at Plymouth and the activities taking place at the convention today and tomorrow would not have been possible without the work of the Local Arrangements Committee and the representatives from Plimoth Plantation.

#### *Amendment to the NCSS Constitution*

The following amendment was adopted unanimously:

"No part of the net earnings of the Council shall inure to the benefit of any member, officer or any private individual (except that reasonable compensation may be paid for services rendered in connection with one or more of its purposes), and no member, officer or any private individual shall be entitled to share in the distribution of any of the assets of the Council, on its dissolution or liquidation. In the event of such dissolution or liquidation, the assets of the Council, after payment of debts and obligations, shall be transferred to the National Education Association of the United States for its charitable and educational purposes, provided the said National Education Association is then exempt from federal income taxes as a charitable and/or educational organization. If the said National Education Association is not then so exempt the net assets, as aforesaid, shall be transferred to an organization with federal tax exemption for charitable and educational uses and purposes similar to those of this Council, which exempt organization shall be designated by the final Board of Direc-

tors of the Council; if the Board of Directors is unable to select such an organization, the net assets shall be transferred to the United Givers Fund, or the then similar organization, for its charitable uses and purposes."

#### *Proposed Amendments to the NCSS Constitution*

Article IV of the NCSS Constitution which provides for amendments states:

"This Constitution may be amended at the annual business meeting by a two-thirds majority of the members present, provided that notice of such proposed amendment shall have been given by the Board of Directors at a previous business meeting, and provided that the Board of Directors shall submit for consideration any proposal for which twenty-five members of the National Council for the Social Studies have petitioned. Notice of proposed amendments shall be given at least four months in advance of the meeting at which action is to be taken."

In accordance with the procedures for amending the Constitution, the following proposals for additions to Article III, Sections 1 and 2, were read at the business meeting. The amendments to the sections of this article are the additions which appear in italics.

#### Article III

##### *Organization*

Section 1. The elective officers of the National Council shall be chosen at the annual business meeting and shall include a President, a President-Elect, and a Vice-President. *Elective officers of the National Council for the Social Studies shall be members of both the National Council for the Social Studies and the National Education Association.* They shall assume office on January 1 following their election and shall hold their respective offices for the term of one year. There shall also be a Secretary of the Corporation and an Executive Secretary and Treasurer appointed by the Board of Directors.

Section 7. The status of the National Council as the Department of Social Studies of the National Education Association shall be continued unless otherwise determined by the Board of Directors. *The National Council for the Social Studies will encourage its members to become members of the National Education Association.*

The above two amendments are being proposed to meet a requirement of the National Education Association. According to the NEA Bylaws, each department has the right to fix the qualifica-

*New, Revised Edition 1960!*  
*Curriculum Series Number Nine*

## THE PROBLEMS APPROACH AND THE SOCIAL STUDIES

R. E. Gross, R. H. Muessig, and G. L. Fersh, *Co-Editors*

THE PROBLEMS APPROACH AND THE SOCIAL STUDIES presents one of the newer and more promising approaches to the selection and organization of the content of the social studies course. In it is a discussion of the philosophy underlying the problem-centered curriculum and also descriptions of applications of the problems approach.

Social studies teachers will find in this bulletin suggestive accounts of problem-centered programs carried on at their particular grade level. Practical suggestions are given concerning methods and techniques in the use of the problems approach, as well as basic and valuable materials to make classroom work more effective. This bulletin is useful to those engaged in teaching, teacher education, and curriculum workers.

*Available from*

The National Council for the Social Studies  
 1201 Sixteenth St., N.W., Washington 6, D.C.

Single copies \$2.00

Quantity discounts

tions of its members, provided that elective officers of a department shall be active members of the NEA. Also all departments are asked to promote and urge NEA membership on the part of their members.

In accordance with the procedures for amending the Constitution, the following proposals for Article III, Sections 1, and 6, were read at the business meeting. The deleted words of this article are in parentheses, and the proposed amendments appear in italics.

### Article III

#### *Organization*

Section 1. The elective officers of the National Council shall be chosen (at the annual business meeting) *by a mail ballot according to a schedule and in a manner to be prescribed by the Board of Directors.* They shall include a President, a President-Elect, and a Vice President. They shall assume office on January 1 following their election and shall hold their respective offices for the term of one year. There shall also be a Secretary of the Corporation and an Executive Secretary and Treasurer appointed by the Board of Directors.

Section 6. The Board of Directors shall consist of the President, the President-Elect, and the Vice President; the editor of the official magazine; nine elected directors, three of whom shall be elected each year *by mail ballot* for a term of three years; and the three most recent past presidents. The Board shall have the power to appropriate funds from the treasury, to review the actions of officers and committees, to select the place for the annual meeting, and to exercise all powers not herein assigned to other officers of the National Council.

The above two amendments are being proposed to change the method of electing officers and board members of the Council.

Chicago, Illinois, will be the location of the Annual Meeting for 1961. The dates will be November 22-25. The House of Delegates will meet on November 22. Headquarters for the meeting will be the Morrison Hotel. Social studies teachers should mark these dates and the place of the meeting on their calendars now. Future meetings will be in Philadelphia in 1962 and in Los Angeles in 1963, both years at the usual Thanksgiving time.



# Pamphlets and Government Publications

Louis M. Vanaria

I was born and raised in New York City and I have heard so many people say "it's a nice place to visit, but I wouldn't want to live there," that I am tempted to say the same applies to Boston. The population of my native Manhattan alone exceeds all of Boston's by one million, but it seemed that everybody in Beantown tried to attend the meetings on the fourth floor of the Convention hotel Friday afternoon. Filene's Basement was less crowded. The annual meeting was one of the best I ever attended, especially for the wealth of materials displayed at the exhibitors' booths. Henry Graff's speech was adequate compensation for the supply of ice cream giving out just as the luncheon waiter reached me.

## U. S. History

If you are familiar with the *Harvard Guide to American History*, you will be interested in comparing it with Uncle Sam's *A Guide to the Study of the United States of America* (Superintendent of Documents, Government Printing Office, Washington 25, D.C. 1193 p. 1960, \$7 cloth-bound). Its 32 chapters, organized topically, describe about 10,000 books that reflect the development of life and thought in the U.S.

*Our Flag* (same source, 24 p. 1960, 20 cents) is an illustrated historical sketch of events leading to the newly designed 50-star flag.

John D. Hicks, *Normalcy and Reaction, 1921-1933: An Age of Disillusionment* (Service Center for Teachers of History, 400 A Street, S.E., Washington 3, D.C. 21 p. 50 cents) is the latest pamphlet in this well-received series. "In many specific matters," says Hicks, "Hoover anticipated the New Deal." At the same time, "It was Hoover's misfortune that somewhere during his formative years his mind set in an almost inflexible mold."

Handsome facsimile reproductions, suitable for framing or bulletin board display, of the Constitution, the Bill of Rights, and the Declaration of Independence, are available as *Charters of Freedom* (Government Printing Office, Washington 25, D.C. 45 cents each, \$1.35 the set of 3).

## Population

A description of the complete publications program for the 1960 Census of Population can be obtained free of charge from the Bureau of the Census, Washington 25, D.C., or any U.S. Department of Commerce Field Office.

An appropriate recent arrival is Frederick Osborn, *This Crowded World* (Public Affairs Pamphlets, 22 E. 38 Street, New York 16, N.Y. 28 p. 25 cents). This is of the "somber warning" school. "A world-wide reduction of births would seem to be the only means of preventing disaster." The author suggests that the alternative to abortion and infanticide "is to make contraception more available, more widely used, and more effective, or to have sterilization." It's a knotty problem.

A companion booklet is Maxwell S. Stewart, *That No Man Shall Hunger* (same source, 20 p. 25 cents). The author outlines the vigorous steps that have been taken by the UN's Food and Agriculture Organization and other agencies in a multi-pronged attack on the problem.

## H-Bombs and Fertilizer Factories

The history of political and technical developments of the negotiations concerning discontinuance of nuclear weapons tests is described in *Geneva Conference on the Discontinuance of Nuclear Weapon Tests* (Government Printing Office, Washington 25, D.C. 16 p. 20 cents). The report, reprinted from the *Department of State Bulletin*, covers the period from October 31, 1958-August 22, 1960. For the period from 1955-1958 see *Disarmament, The Intensified Effort, 1955-1958* (same source, 66 p. 30 cents).

The "Headline Series" offers us Mark S. Watson, *The U.S. and Armaments* (Foreign Policy Association-World Affairs Center, 345 E. 46 Street, New York 17, N.Y. 63 p. 35 cents). The booklet suggests answers to the debates centering on whether or not this country's defense preparations are "sufficient."

Thomas Jefferson in 1820 wrote, "In an infant

country like ours we must depend for improvement on the science of other countries, longer established, possessing better means, and more advanced than we are. To prohibit us from the benefit of foreign light is to consign us to long darkness."

Now the people of the newly developing nations look toward the United States. For a description of our efforts in aiding overseas industrial growth, see *Technical Cooperation in Industry* (Government Printing Office, Washington 25, D.C. 23 p. 15 cents). U.S. assistance made possible the first heavy chemical-process in Pakistan—a fertilizer factory producing 55,000 tons a year at Daud Khel. And that's a lot of ammonium sulfate.

A catechism-type pamphlet produced by the International Cooperation Administration is *Questions and Answers on the Mutual Security Program* (Government Printing Office, Washington 25, D.C. 29 p. 15 cents).

### Economics

The following selected Federal Reserve System publications are available without charge from the Publications Section of the Federal Reserve Bank of New York, New York 45, N.Y.

*The Federal Reserve System, Purposes and Functions*, 208 p.

*Money: Master or Servant?* 48 p.

*Federal Reserve Operations in the Money and Governmental Securities Markets*, 105 p.

*Readings on Money*, 58 p.

Are you on the mailing list of the Joint Council on Economic Education (2 West 46 Street, New York 36, N.Y.)? Their *Newsletter* contains useful summaries of recent developments in economic education and calls attention to a wealth of teaching materials and resources available in this field.

*Government Spending—Too Much or Too Little* (Center for Information on America, Washington, Connecticut, 6 p. 35 cents) is one of the "Vital Issues" booklets. It presents the arguments for and against more public spending and, as a supplement, includes two additional pages of charts giving the statistics behind the private-vs-public spending issue.

From the same source comes *The Elderly: What Are Their Opportunities and Problems?* (4 p. 35 cents). Here we have a discussion of retirement practices, the adequacy of social security payments, health problems, and housing needs.

### World Affairs

*Changes in Trade Restrictions between Canada and the United States* (National Planning Association, 1606 New Hampshire Ave., N.W., Washington 9, D.C. 65 p. \$2) describes with factual details the current status of trade arrangements with our neighbor to the north. The Canadian-American Committee, through its publications, attempts to create better understandings of problems and to develop solutions in the mutual interests of both countries.

*The Republic of the Upper Volta* (French Embassy, 972 Fifth Ave., New York 21, N.Y. 32 p. free) is a colorfully illustrated booklet that will fix in your mind one of the new nations of Africa. The capital city is Ouagadougou. Do students in your class lose credit for incorrect spelling?

*The Republic of the Niger* is the subject of a similar brochure, available free from the same source. In case you are interested, the capital city is Niamey. Niger is larger than Texas and California combined and has a population comparable to that of Iowa.

### Miscellaneous

A Problem of Democracy class in Pennsylvania produced a pamphlet on the process of democratic government at the local level. It illustrates what is possible in other communities. A copy of *The Baldwin-Whitehall Community* may be secured by writing to C. Paul Clark, Principal, Baldwin High School, Pittsburgh 36, Pa. The cost of this 92 page project including postage is 60 cents.

Employee Relations, Inc., publishers of the "Help-Your-Self Booklets" has moved to larger quarters at 19 West 34 Street, New York 1, N.Y. I enjoyed the titles *Make Your Daydreams Come True* and *How To Help Your Husband Get Ahead In His Job* (the latter by Mrs. Dale Carnegie). Single copies are 25 cents. Mrs. Carnegie's booklet has sections entitled "When One Goal Is Reached—Set Up Another," and "His Life Is in Your Hands," which reminds me of Alan King's remark that women live longer than men because they are not married to other women.

Speaking of the stronger sex, there is a wordy bulletin from the Women's Bureau of the U.S. Department of Labor entitled *Today's Women in Tomorrow's World* (Government Printing Office, Washington 25, D.C. 138 p. 50 cents). It is an almost, but not quite, verbatim transcript of a conference held last summer in Washington, D.C. Anyone not familiar with the work and mission of the Bureau will find this bulletin useful.

# Sight and Sound in Social Studies

William H. Hartley

## Film of the Month

*Himalaya: Life on The Roof of the World.* 22 minutes; color; sale, \$200; rental, \$10. Atlantis Productions, Inc., 7967 Sunset Blvd., Hollywood 46, California.

This film is different. It is startling. It is good.

Relating the importance of the Himalaya Mountains to the geography, economy, and culture of Asia, this picture depicts the unity of mountain civilization as it extends two thousand miles into the heart of Asia, tempered by influences from Tibet, China, India, and Persia.

The opening scenes take us on a general long-range tour of the mountains. Then over lofty mountain trails to visit some of the twenty million people who live on the earth's highest and most formidable frontier. The middle zone of the Himalayas, extending from three thousand to 13 thousand feet, is the region of habitation. The economy is based on agriculture. Parallel customs are found throughout this zone, despite the isolation of the canyons.

We visit the Sikkim who are Buddhists and see them at work and worship. Similarly, visits are made to the Ganges Canyon to see the Hindus seeking to elevate their souls in the next life by making a pilgrimage to the source of the sacred Ganges. Finally, we are privileged to see exquisite views of the vale of Kashmir.

The film, through its visits, demonstrates well the process of continuous cultural interchange among peoples—the Himalayas are shown as a meeting place for trade and exchange of ideas. Perhaps most significant of all is the generalization developed in the film that geography and weather are a conditioning factor of health, food, transportation, and culture. We come away from our viewing with a new understanding of the world and its people.

## Motion Pictures

Audio-Visual Center, Indiana University, Bloomington, Indiana.

*Pioneer Spinning and Weaving.* 10 minutes; sale: black-and-white, \$50; color, \$100. Shows how flax was processed into linen thread, and how wool was spun into yarn. Includes the making of linen, wool, and linsey-woolsey cloth.

Contemporary Films, Inc., 267 West 25th St., New York 1.

*Nigeria—New Nation.* 28 minutes; rental, \$7. Provides a background for an understanding of what is happening in Africa today. Leading Nigerian personalities are interviewed, and the tremendous strides made in health, education, industry, and democratic government are shown.

Coronet Films, Coronet Building, Chicago 1.

*United States Expansion: Settling the West 1853-1890.* 13½ minutes; sale: black-and-white, \$75; color \$137.50. Traces the settlement of the area which extended westward from Iowa and Missouri to the mountain ranges of California and Oregon. We see the frontier being developed by the early miners and cattle ranchers, and later by the farmers and homesteaders. The period is visualized through re-enactments on original locations.

*The Story of Soil.* 11 minutes; sale: black-and-white, \$60; color, \$110. Emphasizes the need to restore Nature's harmony between climate, soil, plants, animals, and man.

*The Earth: Changes in Its Surface.* 11 minutes; sale: black-and-white, \$60; color, \$110. Many geological phenomena are shown and defined including anticline, syncline, batholith, solfatara, fault, geyser, weathering.

*Where Does Our Meat Come From?* 11 minutes; sale: black-and-white, \$60; color, \$110. The story of meat from range to market.

Louis de Rochemont Associates Film Library, 267 West 25th St., New York 1.

*Power Among Men.* 44 minutes; rental: black-and-white, \$17.50; color, \$25. A vivid portrayal of the ideas and purposes of the more than 80 countries that comprise the United Nations. Examples of constructive efforts are shown in post-war Italy, Haiti, and British Colombia.

Film Associates of California, 11014 Santa Monica Blvd., Los Angeles 25.

*Television Serves Its Community.* 13 minutes; sale: color, \$135; black-and-white, \$70. Documents the step-by-step planning, rehearsing, control-room directing, film intercutting, taping, remote-control telecasting, and transmitting to the homes of the community.

*A Newspaper Serves Its Community.* 13 minutes; sale: color, \$135; black-and-white, \$70. Shows how a newspaper is made and the many ways it serves its community.

*Hawaii's History: Kingdom to Statehood.* 13 minutes; sale: color, \$135; black-and-white, \$70. Illustrates the development of the ties with the United States which resulted in statehood.

*Policeman Walt Learns His Job.* 11 minutes; sale: black-and-white, \$60; color, \$110. Illustrates a policeman's training from the day he is sworn in to the day he handles an assignment alone.

*Farmer Don and the City.* 11 minutes; sale: black-and-white, \$60; color, \$110. Stresses the interdependence of

farm and city as it illustrates the many ways in which the farmer serves the city and the city serves the farmer.

*A Day with Fireman Bill.* 11 minutes; sale: black-and-white, \$60; color, \$110. A day in the life of Fireman Bill as he learns his job, stressing the importance of preparedness and fire prevention.

Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11.

*American Maker.* 25 minutes; color, free loan. A history of American manufacturing methods.

McGraw-Hill Text-Films, 330 West 42nd St., New York 36.

*The Rise of Organized Labor.* 18 minutes; sale, \$110. Explains the economic conditions which led to the rise of unions. The past and present problems and responsibilities of unions in our economic system are vividly illustrated. Traces the growth of the Knights of Labor, the emergence of the A.F. of L. and C.I.O. Some of the highlights shown are: the first recognition of Justice Shaw of Massachusetts that labor unions were legal organizations and not conspiracies; Samuel Gompers leading the American labor movement along a non-revolutionary path; the bitter struggle between management and labor in the courts and on the streets; legislations that marked turning points in union history; the internal struggle of unions against Communists and racketeers; and finally, the place and responsibility of unions in our society today.

*'29 Boom and 30's Depression.* 14 minutes; sale, \$85. The events of the 1920's are analyzed with particular attention to the factors which would later lead to a depression. Specific government legislation and regulation to end the depression and to build controls and resiliency into our economy are detailed.

### Filmstrips

Current Affairs Films, 527 Madison Ave., New York 22.

*Latin America—Its Land and People.* Free. This is one of a series of free filmstrips sponsored by local newspapers, banks, and other institutions. For further information concerning the source nearest you, write to the producers.

Filmstrip House, 432 Park Ave., South, New York 16.

*Hawaii, U.S.A.* Set of five filmstrips in full color with teaching guide, plus three 10-inch LP records. Sale, \$29.95. Titles of filmstrips include *Hawaii—Before the White Men*, *Hawaii—From Monarchy to United States Territory*, *Honolulu—Capital of Hawaii*, *How Hawaii Earns Its Living*, *Hawaii—Its People and Customs*.

*Life Magazine, Time and Life Bldg., Rockefeller Center, New York 20.*

*Alaska—49th State.* Color; sale, \$6. From the frozen arctic tundra to the flower-filled Matanuska Valley, from the dreams of Peter the Great to the bonfire celebrations of Alaska's admission to the Union, this filmstrip tells the story of the forty-ninth state.

*Hawaii—50th State.* Color; sale, \$6. A social, economic, and geographic history of the Islands from Captain James Cook, King Kamehameha I, and Queen Liliuokalani to President Eisenhower signing the statehood proclamation.

### Map News

If the samples which we have seen so far are any indication, the Quillen-Johns Series of American History Maps published by A. J. Nystrom and Company (3333 Elston Ave., Chicago 18) promises to be one of the best ever. The maps are 50 by 38 inches in size (we wish they were larger), and the color is very well done. For the most part these maps are simple, clear, and very teachable. (The map on "Theatres of Action in World War II, 1939-1945" is a bit confusing with its many arrows showing campaigns, but this was a confusing war.) There are to be 30 maps in the series, and to date 12 for the period since the Civil War have been completed. Write to the publisher for complete information.

The transparent terrestrial globe is being welcomed by an increasingly large number of teachers because of the new and real relationships which may be developed through its use. A child in Pennsylvania can look through the transparent globe and see Africa for the first time as a large body of land across and down from his present position. This feeling for the remainder of the world as it actually is in relationship to himself will likely stay with him for the rest of his life. For an illustrated brochure on this type of globe write to Farquhar Transparent Globes, 3724 Irving St., Philadelphia 4.

### Of All Things

The new 1961 edition of *Educators Guide to Free Tapes, Scripts, and Transcriptions* is now available from Educators Progress Service, Randolph, Wisconsin. This listing gives complete information concerning useful social studies material which is available for the asking. Copies for this guide cost \$5.75.

*Teaching Map and Globe Skills* is a useful little booklet published by the Board of Education of the City of New York (Publications Sales Office, 110 Livingston St., Brooklyn 1, New York). This bulletin outlines an organized, sequenced program for teaching and learning about maps and globes. Copies are 50 cents each.

Elementary-school teachers will welcome the new sets of teaching materials free from Association of American Railroads, Transportation Building, Washington 6, D.C. Among the available materials are: a set of 40 railroad pictures; charts showing "Locomotives that Made History," "Railroads and Science," "Railroads and the Growth of America," and others. When requesting copies, order charts appropriate for your grade level—lower, middle, or upper grades.



# Book Reviews

Daniel Roselle

## I. WELFARE STATES—AND BEYOND

"Swans seem whiter if black crows are by," said the Frenchman Guillaume de Salluste in the sixteenth century. This statement seems particularly relevant today, for the state's complete control of welfare in the Soviet Union makes the economy of the United States appear remarkably free and unregulated.

Yet, is there not a possibility that the Soviet Union, the United States, and other countries have *all* been moving towards the Welfare State—and beyond—although by different courses? This question and the implications of the answer to it are discussed in *Beyond the Welfare State: Economic Planning and Its Implications* by Gunnar Myrdal. The book is reviewed by Lawrence Senesh, Professor of Economic Education, Purdue University.



**Beyond the Welfare State: Economic Planning and Its Implications.** By Gunnar Myrdal. New Haven, Connecticut: Yale University Press, 1960. 287 p. \$4.50.

By Lawrence Senesh

Mr. Gunnar Myrdal, distinguished Swedish economist and politician, for ten years Executive Secretary for the United Nations Economic Committee for Europe and presently Research Director for Asian Study of the Twentieth Century Fund, analyzes in his latest book, *Beyond the Welfare State*, the situation in which the Western World, the Soviet orbit, and the newly liberated countries find themselves. It is heartening to know that with his vast knowledge of and experience in international economic affairs Mr. Myrdal can suggest directions for achieving "creative harmony."

The author's basic thesis is that in the rich Western countries, the state, private interest groups, and the citizens have been taking over more responsibilities for the direction and guidance of economic life, and that they are consciously shaping their economic systems in the image of their desires—desires which are, these days, economic development, equal opportunity, full employment, protected minimum standards

in wages, nutrition, health, housing, and education. Private and public sectors together are fashioning these countries into Welfare States. The countries of the Soviet orbit and the underdeveloped nations are also aiming toward realization of the Welfare State although by different courses. All these nations, in their preoccupation with national problems, willingly or unwillingly are working at cross purposes. Coordinating their efforts internationally as they build their Welfare States can bring the realization of the Welfare World closer, and this is the great challenge of our time.

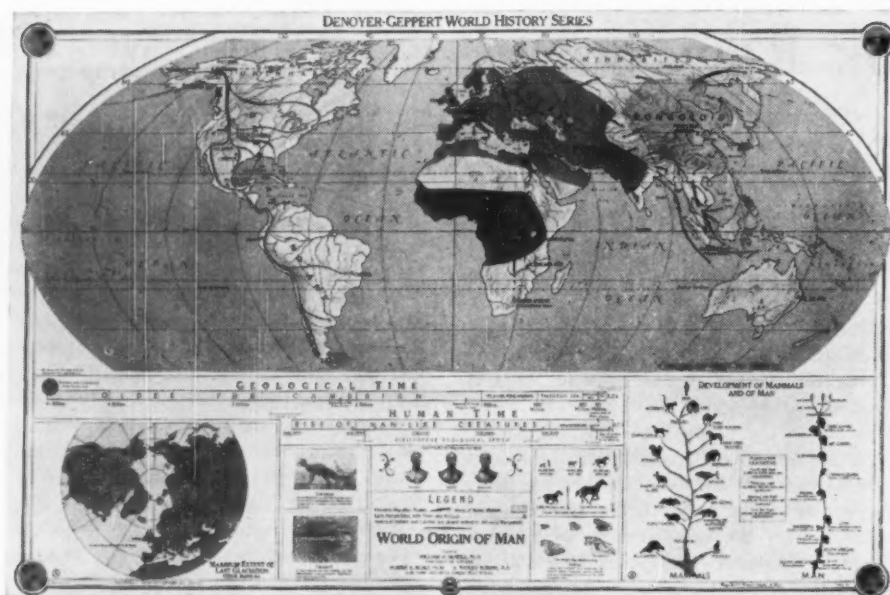
In the Western countries, the Welfare State is developing not from benefit of design or doctrine but from *ad hoc* measures in response to forces inside or outside the nation.

The concentration of economic power destroyed the static assumption of nineteenth-century economic liberalism that the competing forces in a free market automatically work out to maximize efficiency and satisfaction. When economic units became so powerful that they could manipulate the market, the state intervened to equalize the competing forces by controlling the big and strengthening the bargaining power of the smaller units.

With the extension of suffrage and free public education, more people have been participating in the political process and have been demanding greater equalization of opportunity and income.

World War I and the depression of the thirties generated a host of *ad hoc* measures ranging from public works to tariffs, quotas, and the abolition of the gold standard. These measures, rooted in the conviction of modern men that they can control their economic environment and shape it according to their value systems, were intended to protect industrial workers and farmers.

As the *ad hoc* measures of local and central governments and of private interest groups piled up, government was called on to coordinate them into public policies, and this led to economic planning. These public policies, intended to establish such conditions that just and equitable agreements could be reached by the various interest groups, paved the way to the Welfare State. Whether the local or central governments or



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whether the private or public sectors have dominance over the economy depends on the vigilance and enlightenment of the citizens-at-large.

Just as the coordination of the *ad hoc* measures within a nation's economy led to the Welfare State, so also could the coordination of many countries' national economic policies lead to a Welfare World with its greater promise of peace. Today, the climate is not favorable for the fulfillment of such a hope.

Fifty years ago there was a tightly knit community of Western European nations with a common labor market, a competitive international capital market, and relatively free trade; but the Great Depression of the thirties, the disrespect for international law shown by developed and underdeveloped nations alike, the failure of international organizations to cope with world problems, the liquidation of the colonial system, all led to the disintegration of this West European group. Today, people of these same nations show little interest in problems outside their nations as they enjoy the high standard of living in their Welfare States.

The underdeveloped countries recently liberated could hardly be expected to demonstrate a world view at this point; in fact, newly founded nations need national solidarity as they struggle to set up first governments.

Thus, in all countries there are groups to defend special interests, but no powerful organizations to support international coordination.

Some of the conditions necessary to the fulfillment of the Welfare World are: the extension over the world of the Western values of liberty, equality, and brotherhood; respect for the nationalistic efforts of underdeveloped countries and their programs of planning for economic growth; increased social mobility within the underdeveloped nations; promotion of economic cooperation among the underdeveloped areas; assurance of export markets for underdeveloped countries; sufficient capital for social investments in underdeveloped nations; greater sharing of the burden of aid among the developed nations which should be distributed through international organizations; stabilization of the prices of primary products. International organizations should serve to coordinate public policies of the various nations and should function as efficient organs for genuine economic planning, bargaining, and cooperation among the national governments.

Mr. Myrdal challenges many of our preconceived ideas:

- He finds it ironical to speak in terms of a free economy versus a planned economy, since all national economies have become increasingly regulated or planned to an extent hardly dreamed of 50 years ago.

- Although economic planning is highly suspect in some circles, according to the author, it strengthens democracy by encouraging greater participation in the various interest groups.

- It is a mistake to identify Karl Marx as an economic planner. He offered no program for transferring the old class structure into a new egalitarian one.

- The sympathies which the Communists have for the have-not nations grow out of elements in their ideology which they have inherited from Western liberal thought.

- While the transformation of the Western countries into Welfare States defied the Marxian prediction that the rich would become richer and the poor poorer, this prediction may prove true between the have and the have-not nations.

Although the author has based many of his statements on assumptions and value judgments, and although the book suffers in readability from poor editing, it has many important messages, particularly to the social studies teacher. If we want to save this world from disintegration, we must become problem-solvers. Non-participation in the problem-solving process weakens the fabric of a democratic society. Our citizens should be proud that they have an important part to play in formulating private and public policies. But they cannot face national and world problems without knowledge, analytical skills, honesty, and a free-flowing curiosity. Therefore, our schools have to develop an intellectual climate within their walls which is conducive to the search for truth and for the cheerful acceptance of the many challenges of our time.

If our teacher training institutions will turn out teachers and administrators to provide the intellectual climate, our children will gladly respond, and Mr. Gunnar Myrdal's hopes may become reality.



## II. BOOK FARE

### *Land Utilization*

*Land for the Future.* By Marion Clawson, R. Burnell Held, and Charles H. Stoddard. Baltimore: Johns Hopkins Press, 1960. 570 p. \$8.50.

In this publication, three specialists in land economics and management estimate the de-



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mands that an expanding population and economy will make on the fixed area of land in the continental United States from the present to 2000 A.D. After explicitly stating their assumptions about population growth, income growth and distribution, price levels, amount of leisure, and the stability of social institutions, they consider separately the types of land use now most prevalent or increasing most rapidly: urban, recreational, forest, grazing, agricultural, miscellaneous. Estimates made for the United States and the major regions are based on available data for past and present use.

Although the authors are optimistic about the adequacy of land resources for the next 40 years, they emphasize the need to collect missing data and to formulate and implement policies that will improve land use and resolve conflicting demands on the land. There is little decrying the sins of ourselves and our forefathers in waste and misuse. Instead, there is a forceful presentation of the magnitude of immediate tasks and the long range efforts required to make the most effective use of land resources.

Although the general reader will probably find much of the content too technical, social scientists and social studies teachers will find the book a valuable addition to the literature on land utilization.

MARY ALICE ERICSON

Coe College  
Cedar Rapids, Iowa



**Developing Countries**

**Elections in Developing Countries: A Study of Electoral Procedures Used in Tropical Africa, South-East Asia, and the British Caribbean.** By T. E. Smith. New York: St. Martin's Press, 1960. 278 p. \$6.75.

The author of this informative volume is a member of the British Overseas Civil Service. He was responsible for making administrative arrangements for the first general election in the Federation of Malaya in 1955. Later, as a Research Fellow of Nuffield College at Oxford, he was assigned to make a thorough study of electoral procedures used in other countries of Asia and in Tropical Africa. He is now Secretary of the Institute of Commonwealth Studies at the University of London.

T. E. Smith's book, the first to deal with the matter, is a general survey of the administrative problems involved in making arrangements for holding elections in "developing countries." In



careful detail he shows how methods must be derived for registering electors, for determining the qualifications both of electors and of candidates, and for making the special arrangements which are necessary when large sections of the electorate are illiterate. In this sense the author's book is a British counterpart to Rupert Emerson's recent volume, *From Empire to Nation*.

The book has a succinct introduction by the noted British scholar, B. Keith-Lucas. It contains an admirable bibliography, and a good index. All in all, it is a most helpful contribution to the study of the ever-growing problems of emerging nations in Asia and in Africa.

J. DUANE SQUIRES

Colby Junior College  
New London, New Hampshire



### **The Government and Education**

#### **The Federal Government and Higher Education.**

Edited by Douglas M. Knight. Englewood Cliffs, N.J.: Prentice Hall, 1960. 205 p. \$1.95, paper; \$3.50, cloth.

Higher education in the United States continues to receive increased attention by thoughtful citizens. The vast increase in the numbers of people who expect an education beyond high school is significant; equally important are the curricular implications dealing with the great increase in the knowledge that must be taught. This is putting a strain on everything from library resources to qualified faculty and to the basic issue of the intellectual community itself.

To present data related to this topic, the American Assembly, Columbia University, produced the volume, *The Federal Government and Higher Education*. Edited by Douglas M. Knight, the book was intended to serve as background reading for discussions held on this topic at their recent Assembly. Thus, it deals directly with purpose and policies in higher education when it says: "The University has a unique place. Its constant obligation is to this dual quality in the world of learning: the interpretation of the past, and the exploration of the future." Frontier thinking becomes closely identified with the role of the University. "Not only are they [Universities] the wise servants of their society, but in this respect they are the advisors as well."

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In brief, then, this book is required reading for all persons interested in the area of higher education. It comes to grips with basic issues and pertinent problems in this field of education.

LAWRENCE O. HAABY

University of Tennessee



### Mayan Civilization

**Maya Cities.** By Paul Rivet. New York: G. P. Putnam's Sons, 1960. Translated from the French by Miriam and Lionel Kochan. 234 p. \$5.95.

For more than a century, investigators of many nations have sought to probe the mysteries of the ancient Mayas. As they have forced the unyielding jungle to reveal the ruins of one architectural gem after another, the scholars have gradually unfolded the beauty and brilliance of one of the world's great civilizations.

Using profuse illustration and concise prose, Paul Rivet, the founder of the Musée de l'Homme, has sought in *Maya Cities* to capture and epitomize both the unmatched greatness of the Mayas and the sensitive explanations of their rediscoverers. While spotlighting the Mayan passion for building, he strives to animate their religious monuments with living beings and to humanize the people with everyday thoughts and accomplishments. The author relies on the revelations of the archaeologists, but he does not neglect the interpretations of the behavioral scientists.

To the enterprising teacher who would move beyond the Iroquois, Sioux, or Pueblos as examples of pre-Colombian civilization in the Western Hemisphere, this volume opens attractive avenues. In brief compass it provides reference material for detailed study of a more advanced Indian culture. More important, it suggests the possibility—and desirability—of an effective and intriguing exercise in teaching the concept of cultural relativity.

HAROLD F. PETERSON

State University of New York  
Buffalo



### Problems of Aging

**Aging in Today's Society.** Edited by Clark Tibbits and Wilma Donahue. New York: Prentice-Hall, Inc., 1960. 418 p. \$6.00.

This well-written volume offers suggestions conducive to a creative approach to growing old. The emphasis is on growing as a process inter-

active between the physical, mental, emotional and social factors of life. Particularly noteworthy are articles by Powell, who promotes the three C's: Curiosity, Creativeness and Comprehension; and Fisher, who dramatically presents the challenge of free choice in a totalitarian-threatened world.

The usefulness of the book could have been improved in two ways. First, the selections of some of the readings could have been re-examined. They are sometimes repetitive and present conflicting data: for instance, a table on page 13 indicates earlier marriages; but Frolich on page 57 states "Now people marry later." Second, such practical problems as retirement income, home versus trailer buying, and medical care could have been explored. Pressures from such problems may minimize possibilities for emotional security and creativity.

KATHERINE CARROLL

Western Washington  
College of Education



### Literature for Young People

**The Hands of Cormac Joyce.** By Leonard Wibberley. New York, G. P. Putnam's Sons, 1960. 126 p. \$2.95.

This book is yet another proof that "good things often come in small packages." Within its action-packed 126 pages, Leonard Wibberley has managed to include those factors which make for success in the field of fiction writing.

Set on an island off the coast of Ireland, the story—which was written with young adults in mind—contains elements of endurance, danger, adventure, faith, and love. Its qualities of both mysticism and realism are presented in such a manner as to hold the reader's interest to the very end.

What is more, the happy ending of *The Hands of Cormac Joyce* leaves the reader with a renewed faith in human destiny.

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in the new Israel. The reader thus receives a number of stimulating impressions that assist him to understand a country whose roots are planted deep in the past. A brief index is also included.

**Getting to Knew Poland.** By John A. Wallace. (Coward-McCann, 1960. \$2.50) (Grades 4-6)

Another useful volume in a series aimed at making the younger readers familiar with the people, the background, and customs of a country. This time—fortunately—the spotlight is on Poland, a land too often ignored or neglected by authors. Pronunciation of Polish words and an index are included.

**Ceylon: A World Background Book.** By Christine Weston. (Scribner, 1960, \$3.95) (Grades 5-7)

The author of this book was born in India and presents her account in the first person. The result is a volume with a highly personalized touch. In addition to presenting the geography of Ceylon, the author discusses problems of caste and racial strain. Maps and photographs illustrate her points, and an index is available to assist the reader further.

**The Story of Australia.** By A. Grove Day. (Random House, 1960. \$1.95) (Grades 5-8)

One of the World Landmark Series, this book describes the history of Australia by focusing on the colonists, explorers, gold miners, outlaws, and inventors who forged the nation. The green and black illustrations are especially striking; and maps, list of dates, and index add to the effectiveness of the book.

**Spanish Roundabout.** By Maureen Daly. (Dodd, Mead, 1960. \$3) (Grades 6-8)

This book, which concentrates on the description and history of Spain, includes fascinating items about famous Spaniards, fiestas, customs, and other matters. A well written volume, the book is further strengthened by a photographic supplement and an index.

**Hawaii, Fiftieth State.** By A. Grove Day. (Random House, 1960. \$3.95) (Grades 6-8)

The author of this interesting book has been a professor at the University of Hawaii since 1944. He now uses an historical approach to point out many facets of Hawaii and its people. The book is illustrated by attractive sketches at

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Climate is the guide in this textbook. The world—peoples, places, products—is divided into ten basic climate regions. Such an organization helps the student to learn basic facts about regions in each country in a context of countries with similar regions, and often, depending on where he lives, in a context quite familiar to him. As he explores a particular climate region, he sees that similar weather and terrain, regardless of the part of the world, exert similar influences on people.

Also of great help in making clear the shape of this world is the splendid group of maps and tables, brought up-to-date in this new printing. And accompanying this textbook are a Teacher's Manual—the 320-page *Methods and Materials for Teaching Geography* that many teachers have found to be of such great help—and the 32-page booklet of Teaching Tests, with a section of continental outline maps to be filled in by the student.

Examination copies of *The World Around Us*, New Printing, will be available shortly. Bon voyage.



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the heads of chapters. An index and a key to Hawaiian pronunciation add to the volume's general usefulness.

### III. EDIT-BITS

. . . It is difficult to realize that *The Statesman's Year-Book* is now in its ninety-seventh year, or that it can trace its origins back to the time of the Crimean War and the American Civil War. Certainly, the new *Statesman's Year-Book, 1960-1961*, edited by S. H. Steinberg (St. Martin's Press, \$9.50) is modern in every respect. It is a comprehensive, up-to-date, and well organized statistical and historical annual. Happy birthday to a publication that is young in heart—although stout (1,700 pages) in body.

. . . Attention Robinson Crusoe: Look to your laurels, sir, or you may lose them to that extraordinary adventurer, Thor Heyerdahl. Rand McNally and Company is to blame, sir, for it has published an exciting young people's edition of *Kon-Tiki* (\$4.95) with over 130 fine illustrations. Here is a book that will thrill thousands of youngsters and—we suspect—stir them to switch their loyalty from you to Thor. After all, Rob,

did you ever catch a shark barehanded or see a live snake mackerel or travel thousands of miles across the Pacific on a raft? Surely, then, you can understand why youngsters will treasure this edition of *Kon-Tiki* nearly every day of the week. Fortunately, you can still count on Friday!

. . . This reviewer wishes to call attention to the second in the series of International Education Monographs sponsored by Kappa Delta Pi, Honor Society in Education. Franklin Parker's *African Development and Education in Southern Rhodesia* (Ohio State University Press, \$1.75, paperback) is an unpretentious little publication that packs considerable valuable and interesting information in its pages.

. . . *Norway's Families* by Thomas D. Eliot, Arthur Hillman, and others (University of Pennsylvania Press, \$8) is an excellent study of the Norwegian family from the empirical approach of habitat sociology. Or, as this department's Scandinavian friends might say it, the book is as warm and satisfying as *fyrstekake*.

. . . *Unions and Union Leadership—Their Human Meaning*, edited by Jack Barbash (Harper and Brothers, \$4.50) is a good collection of articles selected to give the reader an understanding

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of the union as "an enterprise made up of live human beings." Other editors might well profit by using Professor Barbash's four standards of selection: (1) Does the article really illuminate? (2) Does the selection describe a representative situation rather than an offbeat situation? (3) Is it competently written? (4) Is the writer in a position to take a reasonably disinterested view of the immediate circumstances about which he is writing?

... National Council members who returned from this year's annual meeting with delightful memories of Boston can recapture more of that old-time Bostonian flavor by reading Marjorie Drake Ross' *The Book of Boston—The Colonial Period, 1630 to 1775* (Photographs by Samuel Chamberlain, Hastings House Publishers, \$3.50). The book includes portraits of Cotton Mather, Samuel Sewell, and several other 17th and 18th century leaders, all of whom are wearing an enigmatic Mona Lisa smile. For a modern version of that smile please observe the face of the nearest desk clerk at any Boston hotel.

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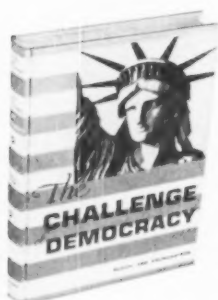
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